**Listening**

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| **Knowledge** | **Skills** |
| * To know songs from memory and who sang them or wrote them. * To know the style of the songs. * To choose a song and be able to talk about:   + The lyrics: what the song is about   + Musical dimensions in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)   + Identify the main sections of the song (introduction, verse, chorus etc.)   + Name some of the instruments in the song | * To confidently identify and move to the pulse. * To think about what the words of a song mean. * To discuss how the song makes them feel. * Listen carefully and respectfully to other people’s thoughts about the music. |

**Musicianship- Rhythm, Pitch, Structure and Form, Texture, Dynamics**

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| **Knowledge** | **Skills** |
| **Rhythm**   * To understand the terms ‘**downbeats, fast (allegro), slow (adagio), pulse, beat** * Know how to find and demonstrate the pulse. * Know the difference between pulse and rhythm. * Know how pulse, rhythm and pitch work together to create a song. * Know that every piece of music has a pulse/steady beat.   **Pitch**   * To understand the terms ‘**high, low, rising, falling’**. * To work with music in the pitch range do-so.   **Structure and Form**   * To understand the terms ‘**call and response, question phrase, answer phrase , echo and ostinato.** * Know the difference between a musical question and an answer.   **Texture and Dynamics**   * To understand the terms ‘**unison, layered and solo’** and to identify them within a piece of music. * To become familiar with the terms ‘ **loud (forte) and quiet (piano**)and to identify dynamics in music. | To use the warm up Games tracks provided in Charanga units to complete the Bronze, Silver and Gold Challenges. (see below)   1. **Find the Pulse** 2. **Rhythm Copy Back:**    1. **Bronze:** Clap and say back rhythms    2. **Silver:** Create your own simple rhythm patterns    3. **Gold:** Perhaps lead the class using their simple rhythms 3. **Pitch Copy Back Using 2 Notes**    1. **Bronze:** Copy back – ‘Listen and sing back’ (no notation)    2. **Silver:** Copy back with instruments, without then with notation    3. **Gold:** Copy back with instruments, without and then with notation 4. **Pitch Copy Back and Vocal Warm-ups** |

Singing

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| **Knowledge** | **Skills** |
| * To know that a singing group can be called a choir * To know that a leader or conductor is person who the choir or group follow * To know that songs can make you feel different things e.g. happy, energetic or sad * To know that singing as part of an ensemble or large group can be joyful. * To know that you must listen to each other as you sing as part of a choir. * To know why you must warm up your voice | * To sing a widening range of ***unison*** songs of varying styles and structures with a ***pitch*** range of ***do–so*** (e.g. Extreme Weather), tunefully and with expression. * To perform ***forte***  and ***piano***, loud and soft. * To sing in simple two-parts. * To demonstrate a good singing posture. * To have an awareness of the pulse internally when singing. * Perform actions confidently and in time to a range of action songs. * Walk, move or clap a steady ***beat*** with others, changing the speed of the beat as the ***tempo*** of the music changes. * To have the opportunity to explore singing solo. * To follow a leader when singing. * Perform as a choir in school assemblies. |

**Playing Instruments**

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| **Knowledge** | **Skills** |
| To know and be able to talk about:   * The instruments used in class (a glockenspiel, a recorder)   **Reading Notation**   * To know that music can be written on the ***stave****.* * To identifylines and spaces, and ***clef*** on the stave. * Use ***dot notation*** to show higher or lower pitch. * To be Introduced to and understand the differences between ***crotchets*** and ***paired quavers***. * To read dot notation on the stave in the range of a **third (do-me).** | * To treat instruments carefully and with respect. * Within a Charanga unit, play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * To rehearse and perform their part within the context of a Charanga unit song. * To listen to and follow musical instructions from a leader. * Apply word chants to rhythms, understanding how to link each syllable to one musical note |

Improvisation

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| **Knowledge** | **Skills** |
| * To know that Improvisation is making up your own tunes on the spot * To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake | Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units.   * Become more skilled in ***improvising*** (using voices, ***tuned*** and ***untuned percussion*** and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. * Structure musical ideas (e.g. using ***echo*** or ***question and answer phrases***) to create music that has a beginning, middle and end. |

Composition

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| **Knowledge** | **Skills** |
| :   * To know composition is music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends. * To know you can record your composition in different ways (letter names, symbols, audio etc.) | Plan and create a section of music that can be performed within the context of a Charanga unit song.  * Combine known rhythmic notation with letter names to create rising and falling phrases using one, three **do, re and mi** or five notes (do-so). * Compose song accompaniments on untuned percussion using known rhythms and notes values. * To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. * Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).   ***Children can use the differentiated composing activities on Charanga to support learning.*** |

Performance

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| **Knowledge** | **Skills** |
| * To know performing is sharing music with other people, an audience. * A performance can be a special occasion and involve an audience including of people you don’t know * You need to know and have planned everything that will be performed * You must sing, rap and play clearly and confidently. * A performance involves communicating feelings, thoughts and ideas about the song/music | * Develop facility in playing tuned percussion or a melodic instrument. * Play and perform melodies following ***staff notation*** using a small range (e.g. ***Middle C***–E/do–mi) as a whole class or in small groups (e.g. ***trios*** and ***quartets***).**.** * To choose what to perform. * To communicate the meaning of the words and clearly articulate them when singing. * To talk about the best place to be when performing and how to stand or sit. * To record the performance to evaluate it and think about how they were feeling. |