Listening

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| **Knowledge** | **Skills** |
| To know songs from memory and who sang them or wrote them.  To know the style of songs.  To listen to a song and think about:   * Some of the style indicators of that song (musical characteristics that give the song its style). * The lyrics: what the song is about. * Any musical dimensions featured 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 they heard in the song. | * To conﬁdently identify and move to the pulse. * To talk about the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics). * Talk about the music and how it makes them feel. * Listen carefully and respectfully to other people’s thoughts about the music. * To use the correct musical vocabulary. |

Musicianship- Pulse, pitch, structure and form, texture, dynamics and articulation

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| **Knowledge** | **Skills** |
| **Pulse and Rhythm**   * To know how pulse, rhythm and pitch work together * To know the terms **accelerando** (getting faster) and getting slower (**rallentando).** * To know that the pulse is the steady heartbeat of the music. * To know how to internally keep the pulse. * To know that rhythm are the long and short note patterns over the pulse. * To Know the diﬀerence between pulse and rhythm * To be introduced to bars.   **Pitch**   * To know that high and low sounds create melodies.   **Texture**   * To understand the terms ‘duet, melody and accompaniment’.   **Dynamics and Articulation**   * To understand the terms ‘Getting louder **(*crescendo*),** getting softer **(*decrescendo*);** *legato* **(smooth),** *staccato* **(detached)’**. | **To develop their understanding and awareness of musical elements through engaging in Charanga Unit games.** |

Singing

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| **Knowledge** | **Skills** |
| * To know singing in a group can be called a choir * To know a leader or conductor is a person who the choir or group follow. * Songs can make you feel diﬀerent things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun. * To know you must listen to each other when singing as part of a group. * A solo singer makes a thinner texture than a large group * To know why you must warm up your voice | * Continue to sing a broad range of unison songs with the range of an ***octave*** (***do–do***) pitching the voice accurately and following directions for getting louder (***crescendo***) and quieter (***decrescendo***). * Sing **rounds** and ***partner songs*** in different ***time signatures*** (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. * Perform a range of songs in school assemblies. * To demonstrate a good singing posture. * To follow a leader when singing. * To enjoy exploring singing solo. * To rejoin the song if lost. * To listen to the group when singing. |

Playing Instruments

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| **Knowledge** | **Skills** |
| * To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).  To know about other instruments they might play or be played in a band or orchestra or by their friends.Reading Notation  * Introduce and understand the differences between **minims**, **crotchets**, **paired quavers** and **rests.** * Read and perform pitch notation within a defined range (e.g. C–G/do–so). | * To treat instruments carefully and with respect. * Follow and perform simple rhythmic ***scores*** to a steady beat: maintain individual parts accurately within the rhythmic ***texture***, achieving a sense of ensemble. * To play any one, or all four, diﬀerentiated parts on a tuned instrument within a Charanga Unit- (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. |

Improvisation

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| **Knowledge** | **Skills** |
| * To know improvisation is making up your own tunes on the spot * To know 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 * To know that you can use some of the riﬀs you have heard in the Challenges in your improvisations | Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units   * ***Improvise*** on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (***legato***) and detached (***staccato***). * Begin to make compositional decisions about the overall structure of improvisations. |

Composition

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| **Knowledge** | **Skills** |
| * To know a 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 there are diﬀerent ways of recording compositions (letter names, symbols, audio etc.) | * To use the differentiated composing activities on Charanga to compose music within the context of a unit song. * Combine known rhythmic notation with letter names to create short ***pentatonic*** phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. * 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 /stave notation). * Arrange individual notation cards of known note values (i.e. ***minim, crotchet, crotchet rest*** and ***paired quavers***) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. |

Performance

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| **Knowledge** | **Skills** |
| * To know performing is sharing music with other people, an audience * To know a performance can be to one person or to each other * You need to know and have planned everything that will be performed * You must sing or rap the words clearly and play with conﬁdence * A performance can be a special occasion and involve an audience including of people you don’t know * It is planned and diﬀerent for each occasion * It involves communicating feelings, thoughts and ideas about the song/music | * Present a musical performance designed to capture the audience. * To communicate the meaning of the words and clearly articulate them. * To talk about the best place to be when performing and how to stand or sit. * To record the performance and say how they were feeling, what they were pleased with what they would change and why.  Instrumental Performance  * Develop facility in the basic skills of a selected musical instrument over a sustained learning period. * Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. * Perform in two or more parts (e.g. ***melody and accompaniment*** or a ***duet***) from simple notation using instruments played in whole class teaching. |