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.
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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.
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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.
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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.
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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.

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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.
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