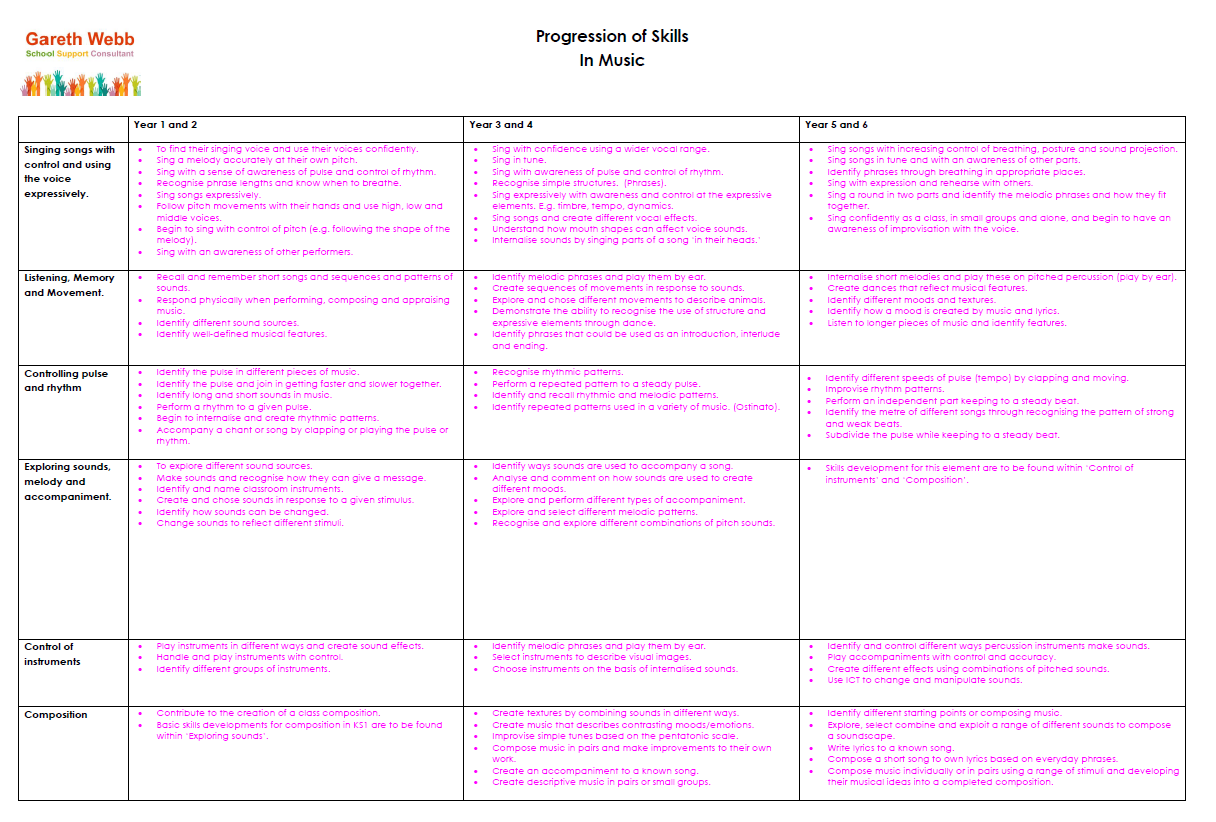
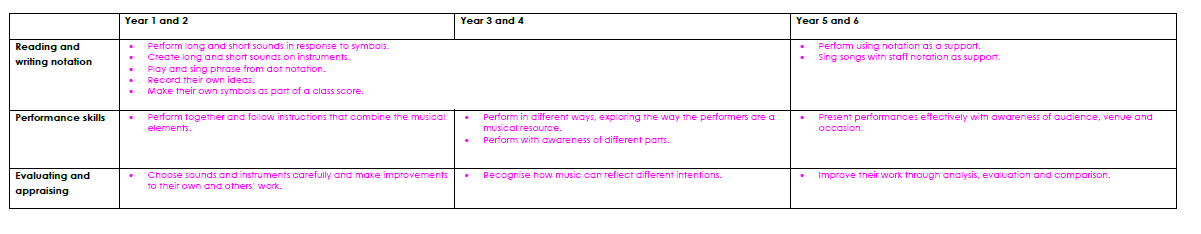
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| **Year 1 & 2** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **The Charanga scheme incorporates all the skills below, using a range of themes and instruments over the two-year cycle.** | | | | | | |
| **Themes:** | **Food Glorious Food.**  **Hey You! Charanga.**  **Christmas Music.** | **F.F.F.Freezing!**  **In The Groove- Charanga.**  **Under and Over the Waves.**  **Round and Round – Charanga.** | **How does your garden grow?**  **Your Imagination – Charanga.**  **All Creatures Great and Small.**  **Reflect, rewind, replay – Charanga.** | **Marvellous Me!**  **Hands, Feet, Heart- Charanga.**  **Christmas Music.** | **Fire and Dragons.**  **I wanna play in a band – Charanga.**  **Spring has Sprung!**  **Zootime – Charanga.** | **Magic and Fairy Tales.**  **Friendship Song – Charanga.**  **Up and Away- and On the Move!**  **Reflect, Rewind, Replay- Charanga.** |
| **Skills Covered:** | **Singing Songs with Control and Using the Voice Expressively**    To find their singing voice and use their voices confidently.  Sing a melody accurately at their own pitch.  Sing with a sense of awareness of pulse and control of rhythm.  Recognise phrase lengths and know when to breathe.  Sing songs expressively.  Follow pitch movements with their hands and use high, low and middle voices.  Begin to sing with control of pitch (e.g. following the shape of the melody).  Sing with an awareness of other performers.  **Listening, Memory and Movement**  Recall and remember short songs and sequences and patterns of sounds.  Respond physically when performing, composing and appraising music.  Identify different sound sources.  Identify well-defined musical features.  **Performance Skills**  Perform together and follow instructions that combine the musical elements. | **Listening, Memory and Movement**  Recall and remember short songs and sequences and patterns of sounds.  Respond physically when performing, composing and appraising music.  Identify different sound sources.  Identify well-defined musical features.  **Control of Instruments**  Play instruments in different ways and create sound effects.  Handle and play instruments with control.  Identify different groups of instruments.  **Composition**  Contribute to the creation of a class composition.  Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’.  **Evaluating and Appraising**  Choose sounds and instruments carefully and make improvements to their own and others’ work. | **Controlling Pulse and Rhythm**  Identify the pulse in different pieces of music.  Identify the pulse and join in getting faster and slower together.  Identify long and short sounds in music.  Perform a rhythm to a given pulse.  Begin to internalise and create rhythmic patterns.  Accompany a chant or song by clapping or playing the pulse or rhythm.  **Reading and Writing Notation**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score. | **Controlling Pulse and Rhythm**  Identify the pulse in different pieces of music.  Identify the pulse and join in getting faster and slower together.  Identify long and short sounds in music.  Perform a rhythm to a given pulse.  Begin to internalise and create rhythmic patterns.  Accompany a chant or song by clapping or playing the pulse or rhythm.  **Singing Songs with Control and Using the Voice Expressively**    To find their singing voice and use their voices confidently.  Sing a melody accurately at their own pitch.  Sing with a sense of awareness of pulse and control of rhythm.  Recognise phrase lengths and know when to breathe.  Sing songs expressively.  Follow pitch movements with their hands and use high, low and middle voices.  Begin to sing with control of pitch (e.g. following the shape of the melody).  Sing with an awareness of other performers.  **Exploring Sounds, Melody and Accompaniment**  To explore different sound sources.  Make sounds and recognise how they can give a message.  Identify and name classroom instruments.  Create and chose sounds in response to a given stimulus.  Identify how sounds can be changed.  Change sounds to reflect different stimuli.  **Performance Skills**  Perform together and follow instructions that combine the musical elements. | **Control of Instruments**  Play instruments in different ways and create sound effects.  Handle and play instruments with control.  Identify different groups of instruments.  **Listening, Memory and Movement**  Recall and remember short songs and sequences and patterns of sounds.  Respond physically when performing, composing and appraising music.  Identify different sound sources.  Identify well-defined musical features.  **Composition**  Contribute to the creation of a class composition.  Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’.  **Evaluating and Appraising**  Choose sounds and instruments carefully and make improvements to their own and others’ work. | **Reading and Writing Notation**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  **Singing Songs with Control and Using the Voice Expressively**    To find their singing voice and use their voices confidently.  Sing a melody accurately at their own pitch.  Sing with a sense of awareness of pulse and control of rhythm.  Recognise phrase lengths and know when to breathe.  Sing songs expressively.  Follow pitch movements with their hands and use high, low and middle voices.  Begin to sing with control of pitch (e.g. following the shape of the melody).  Sing with an awareness of other performers.  **Composition**  Contribute to the creation of a class composition.  Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’.  **Performance Skills**  Perform together and follow instructions that combine the musical elements. |

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| **Year 3 & 4** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **Themes:** | **Ancient Ancestors.**  Mamma Mia – Charanga.  Christmas Performance. | **Roman Rule**  Charanga Celts and Romans.  Karl Jenkins – The Armed Man and Gladiator – Celtic and Roman Battle.  Samba Band. | **Producers, Predators and Prey.**  Carnival of the Animals Project and Charanga Animals. | **Humans V’s Robots.**  Djembe- African Drumming and Body Percussion/ Stomp.  Christmas Performance. | **Anglo-Saxons and Vikings.**  Vikings Music Project.  Peer Gynt – In the Hall of the Mountain King- Grieg – BBC Music Project | **Ravishing, Vanishing Rainforests.**  Baka Beyond –  Learn, compose and perform Rainforest Class Songs**.** |
| **Skills Covered:** | **Singing Songs with Control and using the voice expressively.**  Sing with confidence using a wider vocal range. Sing in tune.  Sing with awareness of pulse and control of rhythm.  Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.  Sing songs and create different vocal effects.  Understand how mouth shapes can affect voice sounds.  Internalise sounds by singing parts of a song ‘in their heads.’  **Composition:**  Create textures by combining sounds in different ways.  Create music that describes contrasting moods/emotions.  Improvise simple tunes based on the pentatonic scale.  Compose music in pairs and make improvements to their own work.  Create an accompaniment to a known song.  Create descriptive music in pairs or small groups  **Reading and Writing Notation:**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  .**Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  **History of Music/ Composers**  Abba – Who were they and what did they do? Pop music in the 70’s and 80’s | **Listening Memory and Movement:**  Identify melodic phrases and play them by ear.  Create sequences of movements in response to sounds.  Demonstrate the ability to recognise the use of structure and expressive elements through dance.  Identify phrases that could be used as an introduction, interlude and ending.  **Controlling Pulse and Rhythm:** Recognise rhythmic patterns.  Perform a repeated pattern to a steady pulse.  Identify and recall rhythmic and melodic patterns.  Identify repeated patterns used in a variety of music. (Ostinato).  **Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  **Evaluating and Appraising:**  Recognise how music can reflect different intentions.  **History of Music:/Composers**-  **Karl Jenkins**  History of Samba. | **Listening, Memory and Movement:**  Explore and choose different movements to describe animals.  **Exploring Sounds, Melody and Accompaniment:**  Identify ways sounds are used to accompany a song.  Analyse and comment on how sounds are used to create different moods.  Explore and perform different types of accompaniment.  Explore and select different melodic patterns.  Recognise and explore different combinations of pitch sounds.  **Control of Instruments:**  Identify melodic phrases and play them by ear. Select instruments to describe visual images.  **Reading and Writing Notation:**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  Choose instruments on the basis of internalised sounds.  **Composition:**  Create textures by combining sounds in different ways.  Create music that describes contrasting moods/emotions.  Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work.  Create an accompaniment to a known song.  Create descriptive music in pairs or small groups.  **Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  **History of Music/Composers- Saint Saens**  Saint-Saens – A history of.  A history of the Orchestra. | **Controlling Pulse and Rhythm:** Recognise rhythmic patterns.  Perform a repeated pattern to a steady pulse.  Identify and recall rhythmic and melodic patterns.  Identify repeated patterns used in a variety of music. (Ostinato).  **Control of Instruments:**  Identify melodic phrases and play them by ear.  Select instruments to describe visual images.  Choose instruments on the basis of internalised sounds.  **Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  **Evaluating and Appraising:**  Recognise how music can reflect different intentions.  **History of Music:/Composers-Stomp**  History and cultural importance of Djembe drumming.  STOMP – Who are they and what do they do? | **Singing Songs with Control and using the voice expressively.**  Sing with confidence using a wider vocal range.  Sing in tune.  Sing with awareness of pulse and control of rhythm.  Recognise simple structures. (Phrases).  Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.  Sing songs and create different vocal effects.  Understand how mouth shapes can affect voice sounds.  Internalise sounds by singing parts of a song ‘in their heads.’  **Listening, Memory and Movement:** Explore and choose different movements to describe animals.  **Control of Instruments:**  Identify melodic phrases and play them by ear.  Select instruments to describe visual images.  Choose instruments on the basis of internalised sounds.  **Reading and Writing Notation:**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  **Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource. Perform with awareness of different parts.  **Evaluating and Appraising:**  Recognise how music can reflect different intentions.  **History of Music/ Composers**  **Peer Gynt- Grieg- All about.**  **History of the orchestra.** | **Exploring Sounds, Melody and Accompaniment:**  Identify ways sounds are used to accompany a song.  Analyse and comment on how sounds are used to create different moods.  Explore and perform different types of accompaniment.  Explore and select different melodic patterns.  Recognise and explore different combinations of pitch sounds.  **Composition:**  Create textures by combining sounds in different ways.  Create music that describes contrasting moods/emotions.  Improvise simple tunes based on the pentatonic scale.  Compose music in pairs and make improvements to their own work.  Create an accompaniment to a known song.  Create descriptive music in pairs or small groups.  **Reading and Writing Notation:**  Perform long and short sounds in response to symbols.  Create long and short sounds on instruments.  Play and sing phrase from dot notation.  Record their own ideas.  Make their own symbols as part of a class score.  **Performance Skills:**  Perform in different ways, exploring the way the performers are a musical resource.  Perform with awareness of different parts.  **Evaluating and Appraising:**  Recognise how music can reflect different intentions.  **History of Music/ Composers- Baka Beyond**  Baka Beyond and the ancient sounds of the music of the Rainforests! |

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| **Year 5 & 6** | **Autumn A** | **Spring A** | **Summer A** | **Autumn B** | **Spring B** | **Summer B** |
| **Themes:** | **To Infinity and Beyond! Space.**  **David Bowie and Holst – The Planet Suite. Composition. History of Music – creating space sounds.**  **Christmas Music.**  Space. David Bowie | **Extreme Earth/Circle of Life.**  **Michael Jackson’s Earth Song- Messages of healing the world – Lyrics**  **Children to create their own lyrics for their own Earth Song.** | **Circle of Life- Short Session.**  **Reflect, Rewind, Replay- Leaver’s Song Composition/ performance.** | **Africa.**  **Djembe- Charanga Unit.**  **Rhythm. Rhythms of the World – Stomp – Rhythms of the World. Christmas Music.** | **We’ll Meet Again. WW11.**  **Spirited Singing Songs.**  **War time music and messages.**  **Create own war time songs.**  **Singing for morale. Visit St. Andrew’s to share War Time Songs.**  **SAMBA Band – 3 x hour sessions.** | **Tudors – short unit – 3 x sessions.**  **History of instruments.** [**www.bbc.co.uk/programmes/p055nymn/members**](http://www.bbc.co.uk/programmes/p055nymn/members)  **Listen and create own Tudor Music.**  **Recorder and drum/boren/tambourine. Identify instruments and create own piece.**  **Reflect, Rewind, Replay- Leaver’s Song Composition/ Performance.** |
| **Skills Covered:** | **Exploring Sounds, Melody and Accompaniment**  Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’.  **Control of Instruments**  Identify and control different ways percussion instruments make sounds.  Play accompaniments with control and accuracy.  Create different effects using combinations of pitched sounds.  Use ICT to change and manipulate sounds.  **Singing songs with control and using the voice expressively.**  Sing songs with increasing control of breathing, posture and sound projection.  Sing songs in tune and with an awareness of other parts.  Identify phrases through breathing in appropriate places.  Sing with expression and rehearse with others.  Sing a round in two parts and identify the melodic phrases and how they fit together.  Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.  **Performance Skills**  Present performances effectively with awareness of audience, venue and occasion.  **Evaluating and Appraising**  Improve their work through analysis, evaluation and comparison.  **History of Music/Composers:**  David Bowie. Holst. | **Singing songs with control and using the voice expressively.**  Sing songs with increasing control of breathing, posture and sound projection.  Sing songs in tune and with an awareness of other parts.  Identify phrases through breathing in appropriate places.  Sing with expression and rehearse with others.  Sing a round in two parts and identify the melodic phrases and how they fit together.  Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.  **Listening, Memory and Movement**  Internalise short melodies and play these on pitched percussion (play by ear).  Create dances that reflect musical features.  Identify different moods and textures.  Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.  **Composition**  Identify different starting points or composing music.  Explore, select combine and exploit a range of different sounds to compose a soundscape. Write lyrics to a known song.  Compose a short song to own lyrics based on everyday phrases.  Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.  **Reading and Writing Notation**  Perform using notation as a support.  Sing songs with staff notation as support  **Performance Skills**  Present performances effectively with awareness of audience, venue and occasion.  **History of Music/Composers:**  Michael Jackson | **Controlling Pulse and Rhythm**  Identify different speeds of pulse (tempo) by clapping and moving.  Improvise rhythm patterns.  Perform an independent part keeping to a steady beat.  Identify the metre of different songs through recognising the pattern of strong and weak beats.  Subdivide the pulse while keeping to a steady beat.  **Composition**  Identify different starting points or composing music.  Explore, select combine and exploit a range of different sounds to compose a soundscape.  Write lyrics to a known song.  Compose a short song to own lyrics based on everyday phrases.  Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.  **Reading and Writing Notation**  Perform using notation as a support.  Sing songs with staff notation as support.  **Evaluating and Appraising**  Improve their work through analysis, evaluation and comparison.  **Performance Skills**  Present performances effectively with awareness of audience, venue and occasion.  **History of Music/Composers:**  Hans Zimmer, Elton John | **Controlling Pulse and Rhythm**  Identify different speeds of pulse (tempo) by clapping and moving.  Improvise rhythm patterns.  Perform an independent part keeping to a steady beat.  Identify the metre of different songs through recognising the pattern of strong and weak beats.  Subdivide the pulse while keeping to a steady beat.  **Control of Instruments**  Identify and control different ways percussion instruments make sounds.  Play accompaniments with control and accuracy.  Create different effects using combinations of pitched sounds.  Use ICT to change and manipulate sounds  **Singing songs with control and using the voice expressively.**  Sing songs with increasing control of breathing, posture and sound projection.  Sing songs in tune and with an awareness of other parts.  Identify phrases through breathing in appropriate places.  Sing with expression and rehearse with others.  Sing a round in two parts and identify the melodic phrases and how they fit together.  Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.  **Performance Skills**  Present performances effectively with awareness of audience, venue and occasion.. **History of Music/Composers:**  Stomp- rhythms of the world. | **Listening, Memory and Movement**  Internalise short melodies and play these on pitched percussion (play by ear).  Create dances that reflect musical features.  Identify different moods and textures.  Identify how a mood is created by music and lyrics.  Listen to longer pieces of music and identify features.  **Composition**  Identify different starting points or composing music.  Explore, select combine and exploit a range of different sounds to compose a soundscape.  Write lyrics to a known song.  Compose a short song to own lyrics based on everyday phrases.  Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.  **Controlling Pulse and Rhythm**  Identify different speeds of pulse (tempo) by clapping and moving.  Improvise rhythm patterns.  Perform an independent part keeping to a steady beat.  Identify the metre of different songs through recognising the pattern of strong and weak beats.  Subdivide the pulse while keeping to a steady beat.  **Evaluating and Appraising**  Improve their work through analysis, evaluation and comparison.  **History of Music/Composers:**  **Vera Lynn**  **Benjamin Britten** | **Listening, Memory and Movement**  Internalise short melodies and play these on pitched percussion (play by ear).  Create dances that reflect musical features.  Identify different moods and textures.  Identify how a mood is created by music and lyrics.  Listen to longer pieces of music and identify features.  **Control of Instruments**  Identify and control different ways percussion instruments make sounds.  Play accompaniments with control and accuracy.  Create different effects using combinations of pitched sounds.  Use ICT to change and manipulate sounds.  **Composition**  Identify different starting points or composing music.  Explore, select combine and exploit a range of different sounds to compose a soundscape.  Write lyrics to a known song.  Compose a short song to own lyrics based on everyday phrases.  Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.  **Singing songs with control and using the voice expressively.**  Sing songs with increasing control of breathing, posture and sound projection.  Sing songs in tune and with an awareness of other parts. Identify phrases through breathing in appropriate places.  Sing with expression and rehearse with others.  Sing a round in two parts and identify the melodic phrases and how they fit together.  Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.  **Performance Skills**  Present performances effectively with awareness of audience, venue and occasion.  **History of Music/Composers:**  Music from Tudor England CD – Historic Royal Palaces. Tallis, Byrd, Morley, Cornysh and Bull. |





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| **Progression of Knowledge in Music:** | | | | | | |
| **Musical Strand** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening and Appraising** | ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. | ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style. | ● To know songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: ○ Its 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 know songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? | ● To know songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the Units in those styles. ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? | ● To know many songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity |
| **Musical Games** | ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. | ● To know that music has a steady pulse. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. | ● 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. ● Know the difference between a musical question and an answer. | Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to | Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to | Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to |
| **Singing** | To confidently sing or rap five songs from memory and sing them in unison | ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. | To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: 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, but that you must listen to each other ● To know why you must warm up your voice | ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice | ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice | ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice |
| **Playing Instruments** | ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing | ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. | To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder) | To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends | To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends | To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends |
| **Improvisation** | ● Improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise! | ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes. | To know & talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has not 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 notes given, you can’t make mistakes. | To know & be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● 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 in improvisations ● To know three well-known improvising musicians | To know & be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● 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 ● To know three well-known improvising musicians | To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● 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, two or three 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 and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians |
| **Composition** | ● Composing is like writing a story with music. ● Everyone can compose. | ● Composing is like writing a story with music. ● Everyone can compose. | To know and be able to talk about: ● A composition: 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. ● Different ways of recording compositions (letter names, symbols, audio etc.) | To know and be able to talk about: ● A composition: 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. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol | To know and be able to talk about: ● A composition: 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. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol | To know and be able to talk about: ● A composition: 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. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol |
| **Performance** | A performance is sharing music with other people, called an audience | ● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends. | To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It 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 | To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● 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 ● A performance involves communicating ideas, thoughts and feelings about the song/music | To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● 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 ● A performance involves communicating ideas, thoughts and feelings about the song/music | To know and be able to talk about: ● Performing is sharing music with an audience with belief ● A performance doesn’t have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● 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 ● A performance involves communicating ideas, thoughts and feelings about the song/music |