

# Music

## Knowledge

Charanga Unit(s)	Vocabulary	Working towards during year 3, to be achieved by the end of year 4	People
Autumn Term: Let your spirit fly / Glockenspiel 1	Heartbeat, pulse, beat, rhythm, patterns, long sounds, short sounds, warm up, vocal cords, unison, ensemble, choir, parts, solo, texture, thin, thick	<ul style="list-style-type: none"> <li>I know that music has a steady heartbeat called a <b>pulse or beat</b>.</li> <li>I know that <b>rhythms</b> are a combination / a pattern of long and short sounds.</li> <li>I know why and how we <b>warm up</b> our voices</li> <li>I know that <b>unison</b> means singing the same part together at the same time.</li> <li>I know what a <b>conductor</b> does.</li> <li>I know that listening is as important as singing in a group <b>ensemble / choir</b> and to aid singing in parts.</li> <li>I know that solo singing gives a thinner <b>texture</b> than a large group.</li> </ul>	Barry White
Spring Term: Three Little Birds / The Dragon Song	Instrument names e.g. piano, glockenspiel, recorder, drum, tambourine (as chosen by teacher), improvisation, notes, composing, pitch, pulse, rhythm, rehearse, improve, perform, tuned, untuned, note names	<ul style="list-style-type: none"> <li>I know a wider range of songs by heart.</li> <li>I know what those songs are about and how they make people feel.</li> <li>I know the names of and recognise the sounds of at least 5 instruments.</li> <li>I know that <b>improvisation</b> means making something up on the spot and that if I use the notes I'm given it will never sound 'wrong'.</li> <li>I know that <b>composing</b> is like writing a story with music and that I should think about <b>pitch, pulse and rhythm</b> when composing.</li> <li>I know that I should <b>rehearse</b> before performing in order <b>to improve</b> what I can do.</li> <li>I know the names of some <b>tuned and untuned</b> instruments and I can say which are which.</li> <li>I know the names of the note / notes that I am playing.</li> </ul>	Amy Winehouse Bob Marley
Summer Term: Bringing us together / Reflect rewind replay	Sections, Chorus, verse, bridge, introduction, musical style, Raggae, pop, classical, rhythm, volume, Piano, Forte, Mezzo, dynamics, stave, symbols, lines, spaces, pitch, clef, duration, semibreve, minim, crotchet	<ul style="list-style-type: none"> <li>I know that songs have different <b>sections</b>, such as <b>verse, chorus, bridge, introduction</b>.</li> <li>I know that songs have a musical style and I can name some <b>styles of music</b> e.g. Raggae, pop, classical</li> <li>I know the word <b>rhythm</b> means a pattern of sound made with a combination of long and short sounds.</li> <li>I know that loud (<b>MF, F, FF</b>) and quiet (<b>MP, P, PP</b>) in music is called '<b>dynamics</b>'</li> <li>I know that music is often recorded on a <b>stave</b> (5 lines) with a <b>clef</b> to show how high or low the notes are.</li> </ul>	Rose Royce Robert Moreton Talvin Singh

- I know the **duration** of some musical notes (e.g. semibreve, minim, crotchet) and can show this using symbols and fractions.

**Skills**

KS2 including direct reference to national curriculum aims	Knowledge General knowledge, progressing to music history and music theory	Listen and evaluate		Sing and perform		Create and compose		Understand and explore music creation Including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations)
		Listening	Evaluating	Singing and playing	Performing and sharing	Improvising	Composing	
LKS2 (Working towards during year 3, to be achieved by the end of year 4)	<p>I am beginning to develop a basic understanding of the history of music.</p> <p>I can identify some different musical styles e.g. classical, reggae, pop.</p>	<p>I can appreciate a range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I am beginning to listen with attention to detail, and I am beginning to recall sounds with increasing aural memory.</p> <p>I can identify the pulse in a piece of music.</p>	<p>I can explain what I like / dislike about a song or musical style.</p> <p>I am beginning to articulate how a song or style makes me feel.</p> <p>I can talk about a song making reference to the style, lyrics or sections (e.g. chorus, verse, bridge) or instruments heard</p>	<p>I know how to warm up my voice before singing.</p> <p>I can perform musically in solo and ensemble contexts using my voice with increasing accuracy and fluency.</p> <p>I can sing in unison and in two simple parts e.g. a round.</p> <p>I am beginning to sing with good posture.</p>	<p>I can rehearse and perform a part on a tuned instrument, following musical instructions from a leader e.g. louder, quieter, finish etc.</p> <p>I can play an instrument in solo and ensemble contexts, playing with increasing accuracy and fluency.</p>	<p>I am beginning to improvise music for a range of purposes.</p> <p>I am beginning to show consideration of the inter-related dimensions of music during my improvisations.</p>	<p>I am beginning to compose music for a range of purposes.</p> <p>I am beginning to show consideration of the inter-related dimensions of music while composing.</p>	<p>I am beginning to use and understand staff and other musical notations.</p> <p>I am beginning to organise and manipulate ideas within musical structures</p>

