

Music

Knowledge

| Charanga Unit(s) | Vocabulary | | People |
|---|--|---|--|
| Autumn Term: Hey You! / Rhythm in the way we walk | Heartbeat, pulse, patterns, rhythms, warm-up, unison, listening | <ul style="list-style-type: none"> I know that all music has a steady heartbeat I know that rhythms can be created by clapping words I know that we should warm up our voices I know that unison means singing at the same time I know that in order to sing in unison (together) I need to listen as well as sing | RUN-DMC |
| Spring Term: In the Groove / Round and Round | Instrument names e.g. piano, glockenspiel (as chosen by teacher), improvisation, composing, performing, tuned, untuned, note names | <ul style="list-style-type: none"> I know some songs by heart I know what those songs are about I know the names of and recognise the sounds of at least two instruments I am beginning to know that improvisation means making something up on the spot I am beginning to know that composing is like writing a story with music I am beginning to know that performing means sharing with others (an audience) I know if my instrument is tuned or untuned I know the names of the note / notes that I am playing e.g. C | James Brown |
| Summer Term: Your imagination / Reflect Rewind Replay | Instrument names e.g. tambourine, drums, recorder (as chosen by teacher), carefully, respectfully, pulse, pitch | <ul style="list-style-type: none"> I know the names of 3 musical instruments I know and can recognise a range of songs, chants and rhymes. I know how to treat instruments carefully and respectfully. I know the word pulse means the steady heartbeat of a song. I know the word pitch means how high or low the notes are. | Composer: John Tavener (Reflect Unit – The Lamb) |

Skills

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| EYFS and KS1 | 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, |
| | | Listening | Evaluating | Singing and playing | Performing and sharing | Improvising | Composing | |

| including direct reference to national curriculum aims | | | | | | | | tempo, timbre, texture, structure, musical notations) |
|--|--|---|--|---|---|--|---|---|
| 1 | <p>I know and can recognise a range of songs, chants and rhymes</p> <p>I know that I should treat the instruments I use carefully and respectfully</p> | <p>I can listen with concentration to a range of high-quality live and recorded music</p> <p>I can explore pulse (the regular beat) by clapping, tapping or moving my body with increasing accuracy</p> <p>I can listen to and begin to copy simple rhythms</p> | <p>I am beginning to understand why I enjoy some music e.g. it makes me feel like dancing, it creates happy feelings</p> | <p>I can use my voice expressively to sing songs and to speak chants and rhymes</p> <p>I can listen to and sing back vocal warm-ups, including different pitches</p> <p>I can play tuned and untuned instruments – exploring: beating, tapping, blowing or pressing etc</p> | <p>I can perform songs with others with increasing confidence</p> <p>I can start / stop as directed</p> | <p>I can clap my own simple rhythms – using rhythms I have heard to help me.</p> <p>I can improvise by playing one, two or three notes on a tuned instrument; or by singing my own ‘answer’ to something I’ve heard.</p> | <p>I can compose a simple tune, playing one, two or three notes on a tuned instrument</p> | <p>I can experiment with and create sounds using the inter-related dimensions of music e.g. pulse, pitch, rhythm & tempo</p> <p>I am beginning to notice how the notes I am playing and composing with are written down</p> |