

**YEAR 3**

In addition to previous learning, pupils should learn to...

When teaching a lesson on Charanga, focus the lesson on exploring one of the inter-related dimensions of music.

<b>Controlling Sounds through singing and playing (Play and Perform)</b>	<b>Creating and developing musical ideas (Create and Compose)</b>	<b>Responding and reviewing appraising skills</b>	<b>Listening and applying knowledge and understanding</b>
<p>To sing in unison, becoming aware of pitch.</p> <p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To think about others while performing.</p>	<p>To create simple rhythmical patterns that uses a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>

## YEAR 4

In addition to previous learning, pupils should learn to...

When teaching a lesson on Charanga, focus the lesson on exploring one of the inter-related dimensions of music.

<b>Controlling Sounds through singing and playing (Play and Perform)</b>	<b>Creating and developing musical ideas (Create and Compose)</b>	<b>Responding and reviewing appraising skills</b>	<b>Listening and applying knowledge and understanding</b>
<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p>	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.</p> <p>To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To understand how different musical elements are combined and used expressively.</p> <p>To understand and begin to use established and invented musical notations to represent music.</p> <p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>

## YEAR 5

When teaching a lesson in Charanga, make sure that the children are discussing the inter-related dimensions in music.

In addition to previous learning, pupils should learn to...

<b>Controlling Sounds through singing and playing (Play and Perform)</b>	<b>Creating and developing musical ideas (Create and Compose)</b>	<b>Responding and reviewing appraising skills</b>	<b>Listening and applying knowledge and understanding</b>
<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To recognise and use a range of musical notations including staff notation.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>

## YEAR 6

When teaching a lesson in Charanga, make sure that the children are discussing the inter-related dimensions in music.

In addition to previous learning, pupils should learn to...

<b>Controlling Sounds through singing and playing (Play and Perform)</b>	<b>Creating and developing musical ideas (Create and Compose)</b>	<b>Responding and reviewing appraising skills</b>	<b>Listening and applying knowledge and understanding</b>
<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>To play and perform with accuracy, fluency, control and expression</p> <p>To think about the audience when performing and how to create a specific effect.</p>	<p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.</p> <p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.</p> <p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</p>	<p>To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects</p>

	intended outcomes and comment on how this could be achieved.		the way that music is created and performed.
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\*Inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.