

Long Term Plans - Year 1 and Year 2

Charanga Units

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6

Areas of Learning

Area 1: Listening and Responding to Music (BLUE: New Learning, Black: Building on prior knowledge)		
Element	Year 1	Year 2
Listening and Responding to Music Understanding and using musical language	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.

Understanding and identifying connections between music and our feelings	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate some basic understanding of musical style.

Area 2: Understanding and Using the Language of Music
(BLUE: New Learning, Black: Building on prior knowledge)

Element	Year 1	Year 2
Area 2: Understanding and Using the Language of Music	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).
Composing and Improvising: Understanding and applying the concepts	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.

Area 3: Developing Performance Awareness and Skills
(BLUE: New Learning, Black: Building on prior knowledge)

Element	Year 1	Year 2
----------------	---------------	---------------

Feeling the pulse/beat	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	From 2e: (When introducing the performance):
Reflecting upon preparation and the context of the piece itself	2e: I can introduce my performance(s).	2e: I can introduce my performance(s).

Activity-Based Knowledge, Skills, and Learning Aims by Musical Element, by Year Group

Element	Year 1	Year 2
Pulse / Beat / Metre	<ul style="list-style-type: none"> · Watch, follow, feel, and move to a steady beat with others. · Find and enjoy moving to music in different ways. · Respond to the pulse in recorded/live music through movement and dance. 	<ul style="list-style-type: none"> · Watch and follow a steady beat. · Find a steady beat. · Recognise the time signature 4/4 by ear and notation. · Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

Rhythm	<ul style="list-style-type: none"> · Recognise and clap long sounds, short sounds, and simple combinations. · Perform short, copycat rhythm patterns accurately, led by the teacher. · Perform short, repeating rhythm patterns (ostinato and riffs) while keeping in time with a steady beat. · Perform word-pattern chants; create, retain and perform your own rhythm patterns. 	<ul style="list-style-type: none"> · Recognise long and short sounds and match them to syllables and movement. · Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. · Create rhythms using word phrases as a starting point.
Pitch (Melody)	<ul style="list-style-type: none"> · Recognise, sing, and play high and low-pitched notes. · Explore singing and playing C, D, and E from the C major scale. · Explore singing and playing F, G, and A from the F major scale. 	<ul style="list-style-type: none"> · Identify the high notes and low notes in a melody. · Join in with part of a melody. · Rehearse and play a simple instrumental melody as a part to go with a song. · Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. · Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. · Identify and play by ear or notation notes in the tonality of C major.
Tempo	<ul style="list-style-type: none"> · Recognise the difference between the speed of a steady beat, a fast beat, and a slow beat. 	<ul style="list-style-type: none"> · Recognise the difference between the speed of a steady beat, a fast beat, and a slow beat. • Change the speed of a steady beat, moving from fast to slow, slow to fast. • Understand that the speed of the beat can change, creating a faster or slower pace.
Dynamics	<ul style="list-style-type: none"> · Talk about loud sounds, quiet sounds, and give some examples. 	<ul style="list-style-type: none"> · Identify loud and quiet sections of music and discuss what makes the music loud or quiet. • Understand the meaning of loud and quiet (forte and piano).

Timbre	<ul style="list-style-type: none"> · Identify different sounds in the environment, indoors and outside. • Identify the sounds of the instruments played in school. • Identify some of the sounds of the instruments heard when listening to music. 	<ul style="list-style-type: none"> · Know the difference between a speaking voice and a singing voice. • Identify friends from the sound of their voices.
Texture	<ul style="list-style-type: none"> · Sing together. • Listen out for combinations of instruments together. 	<ul style="list-style-type: none"> · Understand that singing and playing together creates a musical texture. • Add body percussion accompaniments.
Structure (Form)	<ul style="list-style-type: none"> · Add movement to key sections of a song. • Understand when to sing in a verse and a chorus. 	<ul style="list-style-type: none"> · Join in with a repeated section of a song: the chorus, the response. • Join in with the main tune when it is repeated.

Evolving Musical Repertoire — Scaffolded Expansion of Context for Application of Knowledge, Skills, and Learning, by Year Group

(BLUE: New Learning, Black: Building on prior knowledge)

Element	Year 1	Year 2
Pitch	C, D, E, F, F Sharp, G, A, B	C, D, E, F, F Sharp, G, A, B \flat , B
Duration	Minims, crotchets, and quavers	Semibreves, minims, crotchets, and quavers
Rests	Minims, crotchets, and quavers	Semibreves, minims, crotchets, and quavers
Key Repertoire	C major, F major, D major, G major, D minor, A minor	C major, G major, F major, A minor
Time Signature	4/4, 3/4, 2/4, 6/8	4/4, 2/4, 3/4
Style Repertoire	Hip Hop, Jazz, Pop, Gospel, Reggae, 20th and 21st Century, Orchestral, Lullaby, Waltz, Funk, Jazz: Swing, Marching Band, Country, Folk.	Gospel, 20th Century, Orchestral, Jazz, Rock, Pop, 20th and 21st Century, Orchestral / Choral, Jazz: Swing, Jazz: Ragtime, Kwela, Rock 'n' Roll, Romantic/20th Century, Orchestral, Marching Band, Film Music, Calypso, Funk, Reggae.

Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B
Key Repertoire	C major, D major, F major, D minor	C major, G major, A minor, F major
Time Signature Repertoire	4/4, 3/4, 6/8	4/4, 2/4
Composition: Notes Repertoire	C, D, E, F, G, A	C, D, E, F, G, A, B
Composition: Key repertoire	C major, F major, D minor	C major, G major, F major
Time Signature Repertoire	4/4, 3/4	4/4