

YEAR A								
Vocabulary	Question	Fieldwork/Trip s	Key Concepts	Common Misconceptions	Substantive Knowledge	Disciplinary Knowledge	Oracy	Resources
<p><b>Tier 2</b></p> <p>Listen Perform Practice Join in Follow Change Start / Stop Together Copy Remember</p> <p><b>Tier 3</b></p> <p>Pulse Rhythm Pitch Tempo Dynamics Melody Voice Beat Warm-up Echo Leader Action song</p>	<p>How can we use our voices to sing in different ways?</p> <p>How can we find and keep a steady pulse in music?</p> <p>How can we copy and create simple rhythms?</p> <p>How can we listen carefully and echo what we hear?</p> <p>How can we change our singing using loud, quiet, fast, and slow?</p> <p>How can we sing together as a group and follow a leader?</p>	<p>Whole School Christmas Performance</p> <p>Mevagissey Sea Shanty Festival October*</p>	<p>To use their singing voice by exploring high and low sounds and beginning to control how their voice sounds when they sing.</p> <p>To develop an understanding of pulse by keeping a steady beat through clapping, tapping, and moving in time with music.</p> <p>To learn about rhythm by copying and performing simple patterns of long and short sounds.</p> <p>To improve their listening skills by paying attention to music and responding through singing, actions, and movement.</p> <p>To build confidence</p>	<p>Children may think that singing loudly means they are singing well, rather than understanding the importance of using a controlled singing voice.</p> <p>Children may believe that pulse and rhythm are the same thing, instead of recognising that pulse is the steady beat and rhythm is the pattern of sounds.</p> <p>Children may think they need to sing fast to keep up, rather than staying with the steady pulse of the music.</p> <p>Children may struggle to match pitch and may believe any note they sing is correct, rather than noticing differences between high and low sounds.</p> <p>Children may think listening is passive and may not realise they need to listen carefully to copy and respond accurately.</p> <p>Children may find it difficult to start and stop together and may assume they</p>	<p>Know that their voice is an instrument that can be used to sing with control and care.</p> <p>Know that music has a steady pulse that continues throughout a song.</p> <p>Know that rhythm is a pattern of sounds that fits with the pulse.</p> <p>Know that pitch describes how high or low a sound is.</p> <p>Know that tempo describes how fast or slow the music is.</p> <p>Know that dynamics describe how loud or quiet the music is.</p> <p>Know that a melody is the tune that we sing.</p>	<p>To learn to listen carefully and respond to music through singing, movement, and actions.</p> <p>To learn to keep a steady pulse using their bodies and voices.</p> <p>To learn to copy and echo simple rhythms and melodies.</p> <p>To learn to control their voice by singing clearly and matching pitch as closely as possible.</p> <p>To learn to follow a leader to start and stop at the correct time.</p> <p>To learn to perform songs as a group with increasing confidence.</p> <p>To learn to use simple musical vocabulary to describe what they hear and do.</p> <p>To learn to express music</p>	<p>I can hear the pulse because it sounds like...</p> <p>The rhythm sounds like...</p> <p>I am keeping the beat by...</p> <p>This song is fast/slow because...</p> <p>This part is loud/quiet because...</p> <p>The pitch is high/low when...</p> <p>I used my singing voice when...</p> <p>I can copy the rhythm by...</p> <p>I can echo the melody by...</p> <p>I know when to start because...</p> <p>I know when to</p>	<p><b>Charanga Scheme</b></p> <p><a href="https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b">https://cornwall.charanga.com/c/13104791-music-curriculum-foxhole-year-b</a></p> <p><b>Charanga Unit</b></p> <p><a href="https://cornwall.charanga.com/workspace/scheme_builder/110608-music-curriculum-foxhole-year-a/preview_unit/1398664-let-s-start-singing">https://cornwall.charanga.com/workspace/scheme_builder/110608-music-curriculum-foxhole-year-a/preview_unit/1398664-let-s-start-singing</a></p>

			<p>through call and response activities by listening to and echoing short musical phrases.</p> <p>To learn to sing together by starting and stopping at the same time and following a leader.</p> <p>To be introduced to basic musical elements such as tempo, dynamics, and pitch through practical singing activities.</p> <p>To begin to express themselves through music by using actions, movement, and facial expressions to show feeling and meaning.</p>	<p>can join in at any time without watching or listening to a leader.</p> <p>Children may think copying (echo singing) is about repeating words only, rather than matching the tune and rhythm as well.</p> <p>Children may assume actions are separate from the music, rather than understanding that movement helps them keep time and express the song.</p>	<p>Know that listening carefully helps them to copy and perform music accurately.</p> <p>Know that singing together requires starting, stopping, and keeping in time with others.</p>	<p>through actions, movement, and facial expressions.</p>	<p>stop because...</p> <p>We are singing together when...</p> <p>I listened carefully and I heard...</p> <p>The music makes me feel...</p> <p>I can show the beat by...</p>	
<p><b>Tier 2</b></p> <p>Play Join Lead Follow Perform Practice Choose Change Together Listen</p>	<p>What is a band and how do musicians play together?</p> <p>How can we play an instrument to keep a steady pulse?</p>		<p>To understand that a band is a group of musicians who play instruments together.</p> <p>To play classroom instruments to create sounds</p>	<p>Pulse and rhythm are the same thing.</p> <p>The pulse changes when the song gets louder or faster.</p> <p>Only instruments make music (not voices).</p>	<p>Music has a steady pulse (like a heartbeat) that does not change, even when rhythms do.</p> <p>Rhythm is the pattern of long and short</p>	<p>Listen carefully and respond to music through movement and discussion.</p> <p>Keep a steady pulse by clapping, tapping or moving.</p>	<p>I can hear the pulse because...</p> <p>The music makes me feel...</p> <p>I noticed the music was fast /</p>	<p>Charanga Scheme</p> <p><a href="https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a">https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a</a></p> <p>Charanga Unit</p> <p><a href="https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1312276-i-wanna-play-in-a-band">https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1312276-i-wanna-play-in-a-band</a></p>

<p><b>Tier 3</b></p> <p>Instrument Band Pulse Rhythm Tempo Dynamics Beat Improvise Compose Pattern Leader</p>	<p>How can we play simple rhythms on instruments?</p> <p>How can we change our playing using loud/quiet and fast/slow?</p> <p>How can we choose sounds and create our own music patterns?</p> <p>How can we perform together as a band and follow a leader?</p>		<p>and keep a steady pulse.</p> <p>To develop an understanding of rhythm by playing simple patterns of long and short sounds.</p> <p>To control playing by changing tempo (fast/slow) and dynamics (loud/quiet).</p> <p>To choose and organise sounds to create simple musical patterns.</p> <p>To listen carefully to others while playing as part of a group.</p> <p>To develop ensemble skills by starting, stopping, and playing together in time.</p> <p>To follow a leader when performing as part of a band.</p> <p>To begin to improvise by making up simple rhythms and patterns.</p>	<p>Playing louder means playing better.</p> <p>A performance must be perfect.</p> <p>Everyone can play or sing at different times, and it will still sound good.</p>	<p>sounds that fits onto the pulse.</p> <p>Songs are made of different sections (e.g. verse and chorus).</p> <p>Music can be performed and shared with an audience.</p> <p>Instruments make sound in different ways (e.g. shaking, hitting, scraping, blowing).</p> <p>Some music belongs to different styles, and this song introduces rock/pop-style band music.</p> <p>When everyone sings or plays together at the same time, it is called unison</p>	<p>Sing together with increasing confidence and control.</p> <p>Play classroom instruments in time with a song.</p> <p>Make choices about sounds when improvising or performing.</p> <p>Talk about music using simple musical vocabulary.</p> <p>Perform music and reflect on what went well.</p>	<p>slow / loud / quiet.</p> <p>This song sounds like...</p> <p>The beat stays the same when...</p> <p>The rhythm goes like...</p> <p>The pulse feels like a heartbeat.</p> <p>I am playing in time with the beat.</p> <p>We are singing together.</p> <p>My instrument sounds like...</p> <p>We performed our music to...</p> <p>I felt proud when...</p> <p>Next time, I will try to...</p>	
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			To build confidence performing as a group using instruments.					
<p><b>Tier 2</b></p> <p>together practise improve choose remember perform audience listen share confident</p> <p><b>Tier 3</b></p> <p>pulse rhythm beat tempo dynamics unison performance rehearsal instruments voice</p>	<p>What does it mean to perform together?</p> <p>How can a steady pulse help us stay together?</p> <p>How do musicians practise to improve?</p> <p>How can loud and quiet change our performance ?</p> <p>What helps us feel confident when performing?</p> <p>How can we share our music with an audience?</p>		<p>Music is something we <b>do together</b>.</p> <p>A <b>steady pulse</b> helps us stay together when singing or playing.</p> <p>A <b>performance</b> is sharing music with others.</p> <p>Practising helps us <b>improve</b> our performance.</p> <p>Music can be <b>changed</b> by dynamics (loud/quiet) and tempo (fast/slow).</p> <p>Everyone has a role when performing as a group.</p>	<p>Performing means standing on a stage.</p> <p>Louder always means better.</p> <p>Everyone can sing or play at different times.</p> <p>If you make a mistake, the performance has failed.</p> <p>Practising is the same as performing.</p> <p>Music is only a performance if instruments are used.</p>	<p>Music can be <b>performed</b> to an audience.</p> <p>A <b>pulse</b> is the steady beat that keeps everyone together.</p> <p><b>Rhythm</b> is made of long and short sounds played or sung on the pulse.</p> <p>Songs can be sung or played <b>in unison</b>.</p> <p>Music can be <b>loud or quiet</b> (dynamics).</p> <p>Music can be <b>fast or slow</b> (tempo).</p> <p>Practising helps performances improve.</p> <p>Everyone's contribution matters in a group performance.</p>	<p><b>Listen carefully</b> to others while performing.</p> <p><b>Keep a steady pulse</b> together.</p> <p><b>Sing and play</b> in time with a group.</p> <p><b>Rehearse</b> by stopping, repeating, and improving.</p> <p><b>Make decisions</b> about volume and speed.</p> <p><b>Perform confidently</b> to others.</p> <p><b>Reflect</b> on what went well and what could improve next time.</p>	<p>I am listening so I can...</p> <p>We stayed together by...</p> <p>The pulse helped us because...</p> <p>We performed our music to...</p> <p>I felt confident when...</p> <p>We worked well together because...</p> <p>"Something that went well was..."</p> <p>"Next time, we could..."</p> <p>"I am proud of..."</p>	<p><b>Charanga Scheme</b></p> <p><a href="https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a">https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a</a></p> <p><b>Charanga Unit</b></p> <p><a href="https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1370764-let-s-perform-together">https://cornwall.charanga.com/c/13110608-music-curriculum-foxhole-year-a/1370764-let-s-perform-together</a></p>

