



Title	Everyone (Year R in Charanga)
<p>Overview</p>	<p>This unit is cross-curricular and topic based, exploring family, friends, people and music from around the world which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch.</p> <p>This unit of work will provide children with the opportunity to learn four nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
<p>Knowledge Acquisition</p>	<p>By the end of this unit children will have learnt an additional four nursery rhymes and two action songs. Children will begin to understand that rhythm changes but pulse stays the same. Children will know that in order to sing a song we need pulse, rhythm and pitch. Children will know that they need to treat the instruments carefully and with respect. Children will have learnt a song and performed it to an audience.</p>
<p>Vocabulary</p>	<p>Pulse, rhythm, pitch, nursery rhymes, some instrument names</p>
<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> ➤ To respond to a piece of music either through movement or verbally. ➤ To understand the term pulse in music and that it is the foundation of all music. ➤ To understand the term rhythm and understand that it is made up of short and long sounds. ➤ To understand that rhythm changes and pulse stays the same, like a heartbeat. ➤ To understand the term pitch and that means it high or low sounds. ➤ To understand that in order to sing a song we need pulse, rhythm and pitch. ➤ To learn some instrument names and how to treat them carefully. ➤ To learn to sing a song and perform it to an audience.
<p>Key Learning Experiences</p>	<ul style="list-style-type: none"> ➤ Listen to different types of music and respond through movement, e.g. dancing, marching. ➤ Explore pitch through games and stories, e.g. can you imitate the sound of a fire engine? Animal sounds – a bee buzzing, an elephant trumpeting etc. ➤ Children learn to sing nursery rhymes and action songs. What are the songs about? ➤ Used tuned and untuned instruments to create sounds. Name the instruments and listen to the sounds they make. ➤ To perform the song and record it. How did you feel about it?

Title	Hey You! (Year 1 in Charanga)
Overview	<p>This unit is based on old school hip hop and allows children to make up or compose their own rap, or words to an existing rap, that could link to any topic in school, graffiti art, literacy, break dancing or 80's Hip Hop culture in general. Hey You is written in an old school Hip Hop style for children to learn about differences between pulse, rhythm and pitch and to learn how to rap and enjoy its original form. As well as learning how to sing, play, improvise and compose children will listen and appraise other old school Hip Hop tunes.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
Knowledge Acquisition	<p>By the end of this unit children will have an understanding of the old school hip hop culture including break dancing and the 80's. They will have the opportunity to compose their own rap or add words to an existing rap. Children will begin to understand the differences between pulse, rhythm and pitch whilst learning how to rap. Children will have the opportunity to listen and give opinion on other old school hip hop tunes.</p>
Vocabulary	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, hip hop, listen and respond, bass guitar, drums, decks, perform</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To know five songs off by heart ➤ To know what the songs are about ➤ To know that we can create rhythms from words, our names, favourite food, colours and animals ➤ To learn that you can make different types of sound with your voice ➤ To be able to find the pulse as they are listening to the main song and understand that it is the heart beat of the music ➤ To compose a simple melody ➤ To play an instrument accurately and in time 'note C'
Key Learning Experiences	<ul style="list-style-type: none"> ➤ To learn the song. ➤ Enjoy various warm up games ➤ To listen to other hip hop music and respond to it. ➤ To learn to sing and play together. ➤ Marching in time ➤ Be an animal finding the pulse ➤ To listen and clap back rhythms based on one/two syllable words. ➤ To create your own rhythm for others to repeat. ➤ Rap and sing to the music

Title	Me! (Year R in Charanga)
Overview	<p>This unit is cross-curricular and topic based, exploring growing, homes, colour, toys, and how I look which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch.</p> <p>This unit of work will provide children with the opportunity to learn six nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them.
Knowledge Acquisition	<p>By the end of this unit the children will have learnt six nursery rhymes and two action songs. Children will have had the opportunity to use some instruments alongside their singing. They will have experienced moving to music by dancing and marching. Children will understand that music has a pulse and that rhythm is made up of long and short sounds. Children will begin to understand the term pitch and that it means high or low sounds.</p>
Vocabulary	<p>Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, nursery rhyme, phrase</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To enjoy moving to music by dancing, marching, being animals or popstars ➤ To know that we can move with the pulse of the music ➤ To understand the term rhythm and understand that it is made up of short and long sounds. ➤ To understand that rhythm changes and pulse stays the same, like a heartbeat. ➤ To understand the term pitch and that means it high or low sounds. ➤ To learn that music can touch your feelings ➤ To sing nursery rhymes or simple songs from memory ➤ To sing along to a backing track
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Listen to and respond to Celebration by Kool and The Gang. ➤ Listen to and respond to Happy by Pharrell Williams ➤ Pat a Cake games track and find the pulse in different ways ➤ Copycat rhythm games ➤ High and low pitch games ➤ Children learn to sing nursery rhymes and action songs. What are the songs about? ➤ Used tuned and untuned instruments to create sounds.

Title	Your Imagination (Year 1 in Charanga)
Overview	<p>In this unit children will learn songs about using your imagination. They will focus on learning one main song 'Your Imagination' and then each week listen to and appraise another song relating to using your imagination. These songs include 'Supercalifragilisticexpialidocious' (Mary Poppins), Pure Imagination (Willy Wonka & The Chocolate Factory soundtrack), 'Daydream Believer' (The Monkees), 'Rainbow Connection' (The Muppet Movie) and 'A Whole New World' (Aladdin). The children will use their imagination to create their own performance.</p> <p>EYFS</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. • Children sing songs, make music and dance, and experiment with ways of changing them. • Children represent their own ideas, thoughts and feelings through music.
Knowledge Acquisition	<p>By the end of this unit children will have learnt songs using their imagination. Children will have listened to and appraised songs from Mary Poppins, Willy Wonka & The Chocolate Factory, Aladdin and the Muppet Movie. Children will have been given the opportunity to use their own imagination to create their own performance.</p>
Vocabulary	<p>Listen and appraise, imagination, music style, instrument names, notes, improvisation, composing, performance, audience</p>
Key Learning Objectives	<ul style="list-style-type: none"> ➤ To learn to play notes C, G and E. ➤ To learn to sing Your Imagination. ➤ To listen and appraise songs. ➤ To know improvising means making up on the spot. ➤ To improvise with the song: using voices and instruments. ➤ To know composing means writing a song (like a story with music) and anyone can do it. ➤ To compose a song: using instruments. ➤ To perform their own song.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Improvise with rhythm (clap back own answer to a rhythm), words or instruments (one or two notes). ➤ Freedom to create own song. ➤ Learn to sing the song as it is. ➤ Compose a short part of a song, using up to 3 notes. Write it down so you can remember it or change it. ➤ Use choreography with the song. ➤ Choose and play instruments with the song.