

# Scheme Progression Overview and Outcomes for Year 1 (KS1)

## This document includes:

- Musical Learning Focus explained for each Unit of Work, year group and end of Key Stage
- An Overview of Expected Learning Outcomes in Year 1 (end of year) linked to the relevant Strand of Musical Learning
- Specific Teaching/Learning and Outcomes linked to the relevant Strands of Musical Learning for the year group

## Musical Learning Focus explained for each Unit of Work, year group and end of Key Stage

The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year (see in this document). The children will be able to demonstrate their learning as they work towards the End of Key Stage Expectations. Therefore these outcomes will fulfil the End of Key Stage Expectations (see Assessment Framework) which are in line with national attainment targets for music. **(Use the One-page Lesson Plan and please refer to the End of Key Stage Expectations document relevant to your year group from the Assessment Framework.)**

Ofsted have stated that *“We will not always know the learning outcomes”* so segregated learning objectives at the start of each lesson are not appropriate. Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

## Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:

- **Ongoing musical learning focus (learning new musical skills/concepts and revisiting them):** Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered too but as options.
- **Unit-specific focus** - Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).

## Units of Work in Year 1 and their Learning Focus

Units of Work	Ongoing Focus <small>Learning new musical skills/concepts and revisiting them over time and with increasing depth</small>	Unit-specific Focus
<b>Autumn 1: Hey You!</b>	<p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● <b>Games</b> - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● <b>Singing</b> - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>● <b>Playing</b> - start to play a classroom instrument in a group/band/ensemble.</li> <li>● <b>Improvisation - option after Step 3</b> - begin to explore and create your own responses, melodies and rhythms.</li> <li>● <b>Composition - option after Step 4</b> - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>Perform/Share</b> - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p><b>Old School Hip Hop:</b></p> <ul style="list-style-type: none"> <li>● Hey You! by Joanna Mangona</li> <li>● Me, Myself And I by De La Soul</li> <li>● Fresh Prince Of Bel-Air by Will Smith</li> <li>● Rapper's Delight by The Sugarhill Gang</li> <li>● U Can't Touch This by MC Hammer</li> <li>● It's Like That by Run DMC</li> </ul>
<b>Autumn 2: Rhythm In The Way We Walk/The Banana Rap</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b></p> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> </ul> <p><b>Perform/Share</b></p>	<p>How pulse, rhythm and pitch work together. Singing and rapping.</p> <p><b>Mixed styles:</b></p> <ul style="list-style-type: none"> <li>● Rhythm In The Way We Walk by Joanna Mangona (Reggae)</li> <li>● The Planets, Mars by Gustav Holst (Classical)</li> <li>● Tubular Bells by Mike Oldfield (Pop)</li> <li>● The Banana Rap by Jane Sebba (Hip Hop)</li> <li>● Happy by Pharrell Williams (Pop)</li> <li>● When I'm 64 by The Beatles (Pop)</li> </ul>

<b>Spring 1: In The Groove</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - option after Step 3             <ul style="list-style-type: none"> <li>● Composition - option after Step 4</li> </ul> </li> </ul> <p><b>Perform/Share</b></p>	<p>Playing/singing in different styles and learning about those styles.</p> <p><b>Mixed styles:</b></p> <ul style="list-style-type: none"> <li>● In The Groove by Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk and Funk).</li> <li>● How Blue Can You Get by B.B. King (Blues)</li> <li>● Let The Bright Seraphim by Handel (Baroque)</li> <li>● Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>● Jai Ho by J.R. Rahman (Bhangra/Bollywood)</li> <li>● Lord Of The Dance by Ronan Hardiman (Irish)</li> <li>● Diggin' On James Brown by Tower Of Power (Funk)</li> </ul>
<b>Spring 2: Round And Round</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - option after Step 3</li> <li>● Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p><b>Latin and Mixed Styles:</b></p> <ul style="list-style-type: none"> <li>● Round And Round (Bossa Nova)</li> <li>● Livin' La Vida Loca by Ricky Martin (Latin/Pop)</li> <li>● Imperial War March by John Williams (Film)</li> <li>● It Had Better Be Tonight by Michael Bublé (Latin/Big Band)</li> <li>● Why Don't You by Gramophonedzie (Big Band/Dance)</li> <li>● Oya Como Va by Santana (Latin/Jazz)</li> </ul>
<b>Summer 1: Your Imagination</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - option after Step 3</li> <li>● Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p>Coming soon!</p>
<b>Summer 2: Reflect, Rewind and Replay</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p><b>Perform/Share</b></p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

## Overview of Expected Learning Outcomes in Year 1: 1. Listen & Appraise

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
<b>Listen &amp; Appraise</b>	<i>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</i>	The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.	Children will be taught to: <ul style="list-style-type: none"> <li>• <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></li> </ul>	See 'End of Key Stage Expectations' document in the Assessment Framework.

## Specific Teaching/Learning and Outcomes for Year 1: 1. Listen & Appraise

<b>Listen &amp; Appraise:</b> Charanga Musical School response for Year 1 KS1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
<p>The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p>	<p>Encourage the children to have fun and to enjoy listening to different styles of music. They will begin to recognise these basic style indicators.</p> <p><b>Styles include:</b> Hip Hop, Reggae, Western Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz.</p> <ul style="list-style-type: none"> <li>● Use movement to find/feel the pulse together and begin to understand/feel what pulse is/does/means etc.</li> <li>● Identify some musical instruments.</li> <li>● Begin to talk about the music and how it makes us feel.</li> <li>● Encourage discussion and creative response.</li> <li>● Begin to use some musical language during discussions and when describing feelings.</li> <li>● Discuss and understand how other simple dimensions of music fit with each other and in the music (dynamics and tempo).</li> </ul>	<ul style="list-style-type: none"> <li>● The children will begin to recognise very basic style indicators and start to recognise different instruments.</li> <li>● Have fun finding the pulse together and start to understand what pulse is/does/means etc.</li> <li>● Start to use correct musical language during discussion and when describing feelings.</li> <li>● They will begin to recognise the sound of the musical instruments used.</li> <li>● Basic musical structure.</li> <li>● The purpose of the song and context within history.</li> <li>● How music makes them feel.</li> <li>● About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</li> <li>● They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</li> </ul>	<ol style="list-style-type: none"> <li>1. Start to recognise/identify very simple style indicators and different instruments used.</li> <li>2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse.</li> <li>3. Start using basic musical language to describe the music you are listening to and your feelings towards it.</li> <li>4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to.</li> <li>5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.</li> </ol> <p>(See 'End of Key Stage Expectations document'.)</p>

## Overview of Expected Learning Outcomes in Year 1: 2. Musical Activities

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
<p><b>Musical Activities:</b></p> <p><b>a. Games</b>  <b>b. Singing</b>  <b>c. Playing</b>  <b>d. Improvisation</b>  <b>e. Composition</b></p>	<p><i>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</i></p> <p><i>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	<p>a. <b>Games:</b> Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>b. <b>Singing:</b> Start to sing songs/raps together in a group/ensemble.</p> <p>c. <b>Playing Instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p> <p>d. <b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p> <p>e. <b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></li> <li>● <i>Play tuned and un-tuned instruments musically.</i></li> <li>● <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></li> <li>● <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></li> </ul>	<p>See 'End of Key Stage Expectations' document in the Assessment Framework.</p>

## Specific Teaching/Learning and Outcomes for Year 1: 2.Musical Activities a. Games

<b>Musical Activities - a. Games:</b> Charanga Musical School response for Year 1 KS1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	<p><b>Warm-up Games</b></p> <p>Lead the group through the Warm-up Games, activities and challenges. Through repetition and depth, begin to embed the foundations of the dimensions of music namely pulse, rhythm and pitch. The games build, allowing for wider learning and repetition:</p> <ul style="list-style-type: none"> <li>● Have fun finding the pulse! Leading by example.</li> <li>● Copy back simple rhythms, clapping.</li> <li>● Copy back simple rhythms related to animals, food etc.</li> <li>● Rhythm copy back - It's Your Turn! Create your own simple rhythms for the group to copy based on names, topics, food, colours, etc.</li> <li>● Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul> <p><b>Flexible Games</b></p> <p>Flexible Bronze, Silver and Gold Challenges are available for extension work.</p>	<p>Within the context of the song being learnt, the children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch) by playing Warm-up Games:</p> <ul style="list-style-type: none"> <li>● Have fun finding the pulse together.</li> <li>● Copy back simple rhythms, clapping.</li> <li>● Copy back simple rhythms related to animals, food etc.</li> <li>● Rhythm copy back - It's Your Turn! Create your own simple rhythms.</li> <li>● Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin to find and internalise the pulse on their own or with support.</li> <li>2. Try to or demonstrate more confidently how they find/feel the pulse.</li> <li>3. Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time.</li> <li>4. Clap the rhythm of your name, favourite food, favourite colour etc.</li> <li>5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.</li> </ol> <p>(see 'End of Key Stage Expectations' document).</p>

## Specific Teaching/Learning and Outcomes for Year 1: 2.Musical Activities b. Singing

<b>Musical Activities - b. Singing:</b> Charanga Musical School response for Year 1 KS1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Start to sing songs/raps together in a group/ensemble.	<ul style="list-style-type: none"> <li>● Work through the vocal warm-ups so the children begin to understand how and why we warm up our voices and bodies to get a good quality sound and projection.</li> <li>● Support the children to learn to sing each song. Begin to stress the need to interpret the song, sing with good diction, a good sense of pulse and rhythm, listening carefully to copy the examples.</li> <li>● Stress the importance of working together in a group and how the performance is better when everyone works together.</li> </ul>	Sing within a limited pitch range and begin to understand: <ul style="list-style-type: none"> <li>● The importance of working together in an ensemble or as part of a group.</li> <li>● How important it is and why we warm up our voices.</li> <li>● How to join in and stop as appropriate - learn how to follow a leader/conductor.</li> <li>● How melody and words should be interpreted.</li> <li>● How to sing with good diction.</li> <li>● How to perform with a good sense of pulse and rhythm.</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone.</li> <li>2. Begin to understand the importance of warming up their voices and to establish a good singing position.</li> <li>3. Start to consider that words mean something and how they work together with the music.</li> <li>4. Sing with a good sense of the pulse internally and try to sing together with the group.</li> <li>5. Stop and start as appropriate, begin to follow a leader/conductor.</li> </ol> <p>(see 'End of Key Stage Expectations' document)</p>

## Specific Teaching/Learning and Outcomes for Year 1: 2.Musical Activities c. Playing Instruments

<b>Musical Activities - c. Playing Instruments:</b> Charanga Musical School response for KS1 Year 1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.	<ul style="list-style-type: none"> <li>● Demonstrate how to set up and play classroom percussion instruments and explain how to treat instruments with respect.</li> <li>● Teach the appropriate instrumental part by ear (sound-before-symbol).</li> <li>● Practise the instrumental parts and decide when everyone is confident enough to add them to the song. Play and move between differentiated parts with a sound-before-symbol approach and according to ability.</li> <li>● Stress the importance of working together as part of a group and how the musical outcomes are of higher quality when everyone works together.</li> </ul>	<ul style="list-style-type: none"> <li>● Start to learn to play together in a band or ensemble.</li> <li>● Join in and stop as appropriate.</li> <li>● Start to respond to simple musical cues such as starting and stopping etc.</li> <li>● Learn how to follow a leader/conductor.</li> <li>● Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</li> <li>● Learn to play your instrument correctly and treat it with respect.</li> </ul>	<ol style="list-style-type: none"> <li>1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach.</li> <li>3. Learn to stop/start and respond to basic musical cues from the leader/conductor.</li> <li>4. Learn how to treat your instrument with respect and how to play it correctly.</li> <li>5. Play as part of your ensemble/group with a sound-before-symbol (by ear) approach.</li> </ol> <p>(see 'End of Key Stage Expectations' document).</p>

## Specific Teaching/Learning and Outcomes for Year 1: 2.Musical Activities d. Improvisation

<b>Musical Activities - d.</b> <b>Improvisation:</b> Charanga Musical School response for KS1 Year 1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
<p>Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p>	<p>Create a safe learning environment that gives the children confidence in using their voices and musical instruments to become ready to start improvising. Giving the children the correct note boundaries are vital here.</p> <p>Join in the improvisation activities with the children. Using the differentiated improvisation challenges in the Year 1 units you will guide the children through the fundamentals of improvisation. Their skills will build over time through repetition and learning in greater depth:</p> <ul style="list-style-type: none"> <li>● Clap and improvise (simple rhythmic patterns).</li> <li>● Copy back.</li> <li>● Question and Answer.</li> <li>● Sing and Improvise (simple patterns).</li> <li>● Copy back using voices.</li> <li>● Question and Answer using voices.</li> <li>● Play and Improvise (simple patterns).</li> <li>● Copy back using instruments.</li> <li>● Question and Answer using instruments.</li> <li>● Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<p>Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime:</p> <ul style="list-style-type: none"> <li>● Clap and improvise (simple rhythmic patterns).</li> <li>● Copy back.</li> <li>● Question and Answer.</li> <li>● Sing and Improvise (simple patterns).</li> <li>● Copy back using voices.</li> <li>● Question and Answer using voices.</li> <li>● Play and Improvise (simple patterns).</li> <li>● Copy back using instruments.</li> <li>● Question and Answer using instruments.</li> <li>● Improvise! Take it in turns to improvise using one or two notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</li> <li>3. Improvise using very simple patterns on your instrument and/or voice.</li> <li>4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.</li> </ol> <p>(see 'End of Key Stage Expectations' document).</p>

## Specific Teaching/Learning and Outcomes for Year 1: 2.Musical Activities e. Composition

<b>Musical Activities - e.</b> <b>Composition:</b> Charanga Musical School response for KS1 Year 1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
<p>Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends.</p>	<ul style="list-style-type: none"> <li>● Create a safe learning environment that gives the children confidence in using their voices and musical instruments. Start experimenting as composers.</li> <li>● Begin to discuss the differences between improvisation and composition.</li> <li>● Remind the children of the boundaries to support them; one or two notes, then three notes etc. Begin to create your own tunes and melodies within the context of the song that is being learnt and do this with understanding and as part of a group or with your whole class. Listen to each other's work and discuss what you hear. Record/notate the compositions in any way appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to understand the differences between composition and improvisation.</li> <li>● Create your own simple melodies within the context of the song that is being learnt.</li> <li>● Compose using one or two notes.</li> <li>● Record the composition in any way appropriate.</li> <li>● Notate music in different ways, using graphic/video, ICT.</li> <li>● Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.</li> </ul>	<ol style="list-style-type: none"> <li>1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Create compositions using one or two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch).</li> <li>5. Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it</li> </ol> <p>(See 'End of Key Stage Expectations' document.)</p>

## Overview of Expected Learning Outcomes in Year 1: 3. Perform/Share

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y1 KS1/ages 5-6	Expectations for the end of KS1	Charanga Response to assessing end of KS1 Expectations
<b>Perform/Share</b>	<p><i>Perform, understand and explore how music is created, produced and communicated.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	Perform together in an ensemble/band.	Children will be taught to: <ul style="list-style-type: none"> <li>● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></li> <li>● <i>Play tuned and un-tuned instruments musically.</i></li> </ul>	See 'End of Key Stage Expectations' document in the Assessment Framework.

## Specific Teaching/Learning and Outcomes for Year 1: Perform/Share

<b>Musical Activities - Perform:</b> Charanga Musical School response for KS1 Year 1/ages 5-6	<b>Teaching Overview Y1/ages 5-6</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y1/ages 5-6</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes</b> <b>Y1/ages 5-6.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Perform together in an ensemble/band.	<ul style="list-style-type: none"> <li>● Discuss with the class how the performance will be structured:                             <ul style="list-style-type: none"> <li>○ When will they add their own composed or improvised sections?</li> <li>○ When will they play their instruments?</li> <li>○ Who will sing in each section of the song?</li> </ul> </li> <li>● Discuss working together in a team/ensemble                             <ul style="list-style-type: none"> <li>○ Talk about the audience and their needs during a performance.</li> <li>○ What about practice? Why do we practise?</li> </ul> </li> <li>● Record your practice and performance to learn and discuss.</li> <li>● Rehearse with the class and together, suggest and discuss improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Start to perform together in an ensemble/band.</li> <li>● Sing, play, improvise and play back compositions as part of your ensemble/band.</li> <li>● Do all of this in front of an audience.</li> <li>● Learn about performance and building confidence.</li> <li>● Understand about practice.</li> <li>● Record your performance and learn from watching it back.</li> </ul>	<ol style="list-style-type: none"> <li>1. Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader.</li> <li>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible.</li> <li>3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ol> <p>(See 'End of Key Stage Expectations' document.)</p>