

Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind & Replay
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	Abba's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C, D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

	1	2	3	4	5	6
Improvisation						
Bronze Challenge 1	Sing and Copy Back Listen and sing back	n/a	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Sing and Copy Back Listen and sing back	Revise existing
Bronze Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one note: G		Play and Improvise Using your instruments, listen and play your own answer using one note: C	Play and Improvise Using your instruments, listen and play your own answer using one note: F	Play and Improvise Using your instruments, listen and play your own answer using one note: C	
Bronze Challenge 3	Improvise! Take it in turns to improvise using one note: C		Improvise! Take it in turns to improvise using one note: C	Improvise! Take it in turns to improvise using one note: F	Improvise! Take it in turns to improvise using one note: C	
Silver Challenge 1	Sing, Play and Copy Back Listen and copy back using instruments, one note: G		Sing, Play and Copy Back Listen and copy back using instruments, one note: C	Sing, Play and Copy Back Listen and copy back using instruments, one note: F	Sing, Play and Copy Back Listen and copy back using instruments, one note: C	
Silver Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: G and sometimes A		Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: F and sometimes G	Play and Improvise Using your instruments, listen and play your own answer using one or two notes: C and sometimes D	
Silver Challenge 3	Improvise! Take it in turns to improvise using one or two notes: G and sometimes A		Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	Improvise! Take it in turns to improvise using one or two notes: F and sometimes G	Improvise! Take it in turns to improvise using one or two notes: C and sometimes D	
Gold Challenge 1	Sing, Play and Copy Back Listen and copy back using two notes: C and D		Sing, Play and Copy Back Listen and copy back using two notes: C and D	Sing, Play and Copy Back Listen and copy back using two notes: F and G	Sing, Play and Copy Back Listen and copy back using two notes: C and D	
Gold Challenge 2	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D		Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	Play and Improvise Using your instruments, listen and play your own answer using two notes: F and G	Play and Improvise Using your instruments, listen and play your own answer using two notes: C and D	
Gold Challenge 3	Improvise! Take it in turns to improvise using two notes: C and D		Improvise! Take it in turns to improvise using two notes: C and D	Improvise! Take it in turns to improvise using two notes: F and G	Improvise! Take it in turns to improvise using two notes: C and D	

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Composition						
Starting notes	G	C	n/a	C	C	
Easy option	G, A + B	C, D + E		F, G + A	C, D + E	
Harder option	G, A, B, D + E	C, D, E, F + G		C, D, F, G + A	C, D, E, G + A	

Supporting Songs and Styles

1	2	3	4	5	6
Mamma Mia by Abba	Glockenspiel Stage 2	Stop! by Joanna Mangona	Lean on Me sung by Bill Withers	Blackbird by The Beatles	Reflect Rewind & Replay
Pop	Mixed styles	Grime and mixed styles	Gospel	Pop/The Beatles	Classical
ABBA's music: Dancing Queen by ABBA The Winner Takes It All by ABBA Waterloo by ABBA Super Trouper by ABBA Thank You For The Music by ABBA	Mardi Gras Groovin' Two-Way Radio Flea Fly Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive	Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and	Lean On Me by The ACM Gospel Choir (Gospel) Shackles by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) He Still Loves Me by Walter Williams and Beyoncé (Gospel)	Yellow Submarine by The Beatles Hey Jude by The Beatles Can't Buy Me Love by The Beatles Yesterday by The Beatles Let It Be by The Beatles	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

Listen and Appraise

Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style) ● The lyrics: what the song is about ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the song (introduction, verse, chorus etc.) ● Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words.

Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – ‘Listen and sing back’ (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To rejoin the song if lost. ● To listen to the group when singing.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone) • Other instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song.

Improvisation

Knowledge	Skills
<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> ● Bronze Challenge: <ul style="list-style-type: none"> ○ Copy Back – Listen and sing back melodic patterns ○ Play and Improve – Using instruments, listen and play your own answer using one note. ○ Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using one or two notes. ○ Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: <ul style="list-style-type: none"> ○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improve – Using your instruments, listen and play your own answer using two different notes. ○ Improvise! – Take it in turns to improvise using three different notes.

Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.