

Knowledge & Skills – Year 4

| Unit | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------|--|--|----------------------------------|---|--|--|
| Title | Mamma Mia | Glockenspiel 2 | Stopi | 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 | Revise existing |
| 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 four 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 | Revise existing |
| Gold | G + A | n/a | C + D | F + G | C + D | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
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| 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: G | | 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 | |

| | 1 | 2 | 3 | 4 | 5 | 6 |
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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 | Stopi! 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: | Mardi Gras Groovin' | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) | He Still Loves Me by Walter Williams and Beyoncé (Gospel) | Yellow Submarine by The Beatles | La Quinta Estampie Real anon 13th century (Early Music) |
| Dancing Queen by ABBA | Two-Way Radio | Radetzky Marsch by Strauss (Classical) | Shackles (Praise You) by Mary Mary (Gospel) | Hey Jude by The Beatles | The Arrival Of The Queen Of Sheba by Handel (Baroque) |
| The Winner Takes It All by ABBA | Flea, Fly, Mosquito | Can't Stop The Feeling! by Justin Timberlake (Pop) | Amazing Grace by Elvis Presley (Gospel) | Can't Buy Me Love by The Beatles | Moonlight Sonata by Beethoven (Romantic) |
| Waterloo by ABBA | Rigadoon | Libertango by Astor Piazzolla (Tango) | Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) | Yesterday by The Beatles | Bridal Chorus (Wedding March) by Wagner (Romantic) |
| Super Trouper by ABBA | Mamma Mia | Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | Lean On Me by The ACM Gospel Choir (Gospel) | Let It Be by The Beatles | Rhapsody In Blue by Gershwin (20th Century) |
| Thank You For The Music by ABBA | Portsmouth | | | | Einstein On The Beach by Philip Glass (Contemporary) |
| | Strictly D | | | | |
| | Play Your Music Drive | | | | |

Listen and Appraise

| Knowledge | Skills |
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| <p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. 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 eg 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

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| <p>Knowledge</p> <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>Skills</p> <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 |
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Singing

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| <p>Knowledge</p> <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 | <p>Skills</p> <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. |
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Playing

| Knowledge | Skills |
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| <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 |
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| <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 Improvise – 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 Improvise – 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 Improvise – 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

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| <p>Knowledge</p> <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.) | <p>Skills</p> <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). |
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Performance

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| <p>Knowledge</p> <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 | <p>Skills</p> <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. |
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