



Year 4	Knowledge	Skills
<p>Listening and appraising</p>	<ul style="list-style-type: none"> <li>🎧 Know five songs from memory and who sang them or wrote them</li> <li>🎧 Know the style of the five songs</li> <li>🎧 Choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>- Some of the style indicators of that song (musical characteristics that give the song its style)</li> <li>- The lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song and where they are used (<i>texture, dynamics, tempo, rhythm and pitch</i>)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc)</li> <li>- Name some of the instruments they heard in the song</li> </ul> </li> <li>🎧 Listen carefully and respectfully to other people's thoughts about the music.</li> <li>🎧 When talking, try to use musical words</li> </ul>	<ul style="list-style-type: none"> <li>🎧 Confidently identify and move to the <i>pulse</i></li> <li>🎧 Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (<i>dynamics</i>).</li> <li>🎧 Talk about the music and how it makes them feel</li> </ul>
<p>Musical skills- <i>pulse</i> <i>rhythm</i> <i>pitch</i></p>	<ul style="list-style-type: none"> <li>🎧 Know and talk about- how <i>pulse, rhythm and pitch</i> work together</li> <li>🎧 Know and talk about- <i>pulse</i>- finding the <i>pulse</i> - the heartbeat of the music</li> <li>🎧 Know and talk about- <i>rhythm</i>- the long and short patterns over the <i>pulse</i></li> <li>🎧 Know and talk about- the difference between <i>pulse</i> and <i>rhythm</i></li> <li>🎧 Know and talk about- <i>pitch</i>- high and low sounds that create melodies</li> </ul>	<ul style="list-style-type: none"> <li>🎧 Find the <i>pulse</i> using 2 notes</li> <li>🎧 <i>Rhythm</i> copy back using 2 notes:               <ul style="list-style-type: none"> <li>-a. Bronze Challenge: Clap and say back <i>rhythms</i></li> <li>-b. Silver Challenge: Create your own simple <i>rhythm</i> patterns</li> <li>-c. Gold Challenge: Perhaps lead the class using their simple <i>rhythms</i></li> </ul> </li> <li>🎧 <i>Pitch</i> copy back using 2 notes               <ul style="list-style-type: none"> <li>-a. Bronze: Copy back: 'Listen and sing back' (no notation)</li> <li>-b. Silver: Copy back with instruments, without then with notation</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>🎧 Know and talk about- how to keep the internal <i>pulse</i></li> <li>🎧 Know and talk about musical leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>-c. Gold: Copy back with instruments, without and then with notation</li> </ul>

Singing	<ul style="list-style-type: none"> <li>♪ Know and talk about- singing in a group can be called a choir Know and talk about the leader or conductor: a person who the choir or group follow</li> <li>♪ Know and talk about- songs can make you feel different things e.g. happy, energetic or sad</li> <li>♪ Know and talk about- singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>♪ Know and talk about <b>texture</b>: how a solo singer makes a thinner <b>texture</b> than a large group</li> <li>♪ Know and talk about- why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>♪ Sing in unison and in simple two-parts.</li> <li>♪ Demonstrate a good singing posture.</li> <li>♪ Follow a leader when singing.</li> <li>♪ Enjoy exploring singing solo.</li> <li>♪ Sing with awareness of being 'in tune'.</li> <li>♪ Re-join the song if lost.</li> <li>♪ Listen to the group when singing.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>♪ Know and talk about- the instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>♪ Know and talk about- other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<ul style="list-style-type: none"> <li>♪ Treat instruments carefully and with respect.</li> <li>♪ 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.</li> <li>♪ Rehearse and perform their part within the context of the Unit song.</li> <li>♪ Listen to and follow musical instructions from a leader.</li> <li>♪ Experience leading the playing by making sure everyone plays in the playing section of the song</li> </ul>
Improvising	<ul style="list-style-type: none"> <li>♪ Know and talk about- improvisation is making up your own tunes on the spot</li> <li>♪ Know and talk about- when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>♪ Know that using one or two notes confidently is better than using five</li> </ul>	<ul style="list-style-type: none"> <li>♪ Improvise using instruments in the context of a song they are learning to perform.</li> <li>♪ Bronze Challenges: <ul style="list-style-type: none"> <li>-a. Copy Back - Listen and sing back melodic patterns</li> <li>-b. Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>-c. Improvise - Take it in turns to improvise using one note.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>Know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>Silver Challenge: <ul style="list-style-type: none"> <li>-a. Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>-b. Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>-c. Improvise - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>Gold Challenge: <ul style="list-style-type: none"> <li>-a. Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>-b. Play and Improvise - Using your instruments, listen and play your own answer using two different notes</li> <li>-c. Improvise - Take it in turns to improvise using three different notes</li> </ul> </li> </ul>
Composing	<ul style="list-style-type: none"> <li>Know and talk about- 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</li> <li>Know and talk about- different ways of recording compositions (letter names, symbols, audio etc)</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created</li> <li>Listen to and reflect upon the developing composition and make musical decisions about <b>pulse</b>, <b>rhythm</b>, <b>pitch</b>, <b>dynamics</b> and <b>tempo</b></li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</li> </ul>
Performing	<ul style="list-style-type: none"> <li>Know and talk about- performing is sharing music with other people, an audience</li> <li>Know and talk about- a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Know and have planned everything that will be performed</li> <li>Sing or rap the words clearly and play with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Choose what to perform and create a programme.</li> <li>Present a musical performance designed to capture the audience.</li> <li>Communicate the meaning of the words and clearly articulate them.</li> </ul>
	<ul style="list-style-type: none"> <li>Know and talk about- a performance can be a special occasion and involve an audience including of people you don't know</li> <li>Know and talk about- it is planned and different for each occasion</li> <li>Know and talk about- that it involves communicating feelings, thoughts and ideas about the song/ music</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the best place to be when performing, and how to stand or sit.</li> <li>Record the performance and say how they were feeling, what they would change and why</li> </ul>