

## Knowledge & Skills – Year 4

| Unit                      | 1  | 2  | 3                                | 4   | 5                                      | 6  |
|---------------------------|--|--|----------------------------------|---|--|--|
| Title                     | <b>Mamma Mia</b>   | <b>Glockenspiel 2</b>  | <b>Stop!</b>                     | <b>Lean On Me</b>                         | <b>Blackbird</b>                       | <b>Reflect, Rewind &amp; Replay</b>  |
| 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 |
| <b>Instrumental Parts</b> |  |  |                                  |   |  |  |
| 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                         |  |
| <b>Warm-up Games</b>      | 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                        |  |
| Gold                      | G + A  | n/a  | C + D                            | F + G                                     | C + D                                  |  |

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

|                    | 1              | 2              | 3   | 4              | 5              | 6 |
|--------------------|----------------|----------------|-----|----------------|----------------|---|
| <b>Composition</b> |                |                |     |                |                |   |
| 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   |
|---|--|---|--|--|---|
| <b>Mamma Mia</b> by ABBA  | <b>Glockenspiel Stage 2</b>  | <b>Stop!</b> by Joanna Mangona  | <b>Lean On Me</b> sung by Bill Withers   | <b>Blackbird</b> by The Beatles  | <b>Reflect, Rewind &amp; Replay</b>   |
| Pop   | Mixed styles   | Grime and mixed styles  | Gospel   | Pop/The Beatles  | Classical   |
| ABBA's music:<br>Dancing Queen by ABBA<br>The Winner Takes It All by ABBA<br>Waterloo by ABBA<br>Super Trouper by ABBA<br>Thank You For The Music by ABBA | Mardi Gras Groovin'<br>Two-Way Radio<br>Flea, Fly, Mosquito<br>Rigadoon<br>Mamma Mia<br>Portsmouth<br>Strictly D<br>Play Your Music<br>Drive | Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)<br>Radetzky Marsch by Strauss (Classical)<br>Can't Stop The Feeling! by Justin Timberlake (Pop)<br>Libertango by Astor Piazzolla (Tango)<br>Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas | He Still Loves Me by Walter Williams and Beyoncé (Gospel)<br>Shackles (Praise You) by Mary Mary (Gospel)<br>Amazing Grace by Elvis Presley (Gospel)<br>Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical)<br>Lean On Me by The ACM Gospel Choir (Gospel) | Yellow Submarine by The Beatles<br>Hey Jude by The Beatles<br>Can't Buy Me Love by The Beatles<br>Yesterday by The Beatles<br>Let It Be by The Beatles | La Quinta Estampie Real anon 13th century (Early Music)<br>The Arrival Of The Queen Of Sheba by Handel (Baroque)<br>Moonlight Sonata by Beethoven (Romantic)<br>Bridal Chorus (Wedding March) by Wagner (Romantic)<br>Rhapsody In Blue by Gershwin (20th Century)<br>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"> <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 (texture, dynamics, tempo, rhythm and pitch).</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> | <ul style="list-style-type: none"> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>● Talk about the music and how it makes them feel.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> </ul> |

## Games

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

## Singing

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

## Playing

| Knowledge  | Skills  |
|--|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• 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>• To 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>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul> |

## Improvisation

| Knowledge  | Skills   |
|--|--|
| <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● 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>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul> | <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"> <li>● <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Copy Back</b> – Listen and sing back melodic patterns</li> <li>○ <b>Play and Improvise</b> – Using instruments, listen and play your own answer using one note.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one note.</li> </ul> </li> <li>● <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, using two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ <b>Sing, Play and Copy Back</b> – Listen and copy back using instruments, two different notes.</li> <li>○ <b>Play and Improvise</b> – Using your instruments, listen and play your own answer using two different notes.</li> <li>○ <b>Improvise!</b> – Take it in turns to improvise using three different notes.</li> </ul> </li> </ul> |

## Composition

| Knowledge   | Skills  |
|---|---|
| <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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>● 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 pulse, rhythm, pitch, dynamics and tempo.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul> |

## Performance

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