



## Music Progression of Skills and Knowledge – Year 4

Musical Activities	Knowledge	Skills
<b>Listen and Appraise</b>	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: <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 e.g. 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>
<b>Games and Warm-up</b>	Know and be able to talk about: <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>	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: <ol style="list-style-type: none"><li>1. Find the Pulse</li><li>2. Rhythm Copy Back</li><li>3. Pitch Copy Back Using 2 Notes</li><li>4. Pitch Copy Back and Vocal Warm-ups</li></ol>
<b>Singing</b>	To know and be able to talk about: <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 re-join the song if lost.</li><li>● To listen to the group when singing.</li></ul>

<p><b>Playing Instruments</b></p>	<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 a brass instrument)</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>
<p><b>Improvisation</b></p>	<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 the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges</p>
<p><b>Composition</b></p>	<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>

<b>Performance</b>	<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>
--------------------	--	---