



Knowledge and skills in music: KS2 - Years 3 and 4.

Content	Year 3	Year 4
To sing and play musically with increasing confidence and control.	<p>Knowledge: 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 • To know why you must warm up your voice. <p>Skills: To sing in unison and in simple two-part rounds. 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 have an awareness of the pulse internally when singing.</p>	<p>Knowledge: 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: To sing in unison and in simple two-part rounds. 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.</p>

<p>To play musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Knowledge: To know and be able to talk about the instruments used in class (chime bars and a recorder).</p> <p>Skills: To treat instruments carefully and with respect. To play a one-note, simple rhythm from memory or using notation. To rehearse and perform their part within the context of the piece. To listen to and follow musical instructions from a leader</p>	<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (chime bars, a glockenspiel or xylophone and recorder). <p>Skills: To treat instruments carefully and with respect. To play any differentiated part on a tuned instrument - a 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 piece. 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.</p>
<p>To listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Knowledge: To know at least three songs from memory and who sang them or wrote them. To know the style of the songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ○ Its 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 <p>Skills: To confidently identify and move to the pulse. To think about what the words of a song mean.</p>	<p>Knowledge: 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). <p>To identify the main sections of the song (introduction, verse, chorus etc). To identify and name some of the instruments of the orchestra.</p> <p>Skills:</p>

	<p>To take it in turn to discuss how the song makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>To talk about the music and how it makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use musical language when talking about music.</p>
<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation: 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.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that composition: music that is created by you and kept in some way.</p> <p>To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know the difference between improvisation and composition.</p> <p>Skills:</p> <p>To improvise using instruments in the context of the song they are learning to perform.</p> <p>Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges.</p> <p>To create at least one simple melody using one, two or three different notes.</p> <p>To talk about how it was created.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation: 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.</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know the difference between improvisation and composition.</p> <p>Skills:</p> <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> <p>To create at least one simple melody using between one and five different notes.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p>

	<p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/notation/pictorial).</p>	<p>To talk about how it was created.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial/ notation).</p>
To use and understand staff and other musical notations	<p>Knowledge:</p> <p>To know musical notes are written on 5 lines called the stave.</p> <p>To know notes are placed either on the lines or in the spaces.</p> <p>To know that musical notes are represented by a head, stem and tail.</p> <p>Skills:</p> <p>To play the notes B, A and G on the recorder in response to notation or visual prompts.</p> <p>To play notes C, D and E on the chime bars in response to visual prompts.</p> <p>To observe and comment on the differences between crotchets, minims, quavers and semibreves in both appearance and length.</p>	<p>Knowledge:</p> <p>To know musical notes are written on 5 lines called the stave.</p> <p>To know how B, A and G are represented on the stave.</p> <p>To know that silence in music is represented by rests.</p> <p>Skills:</p> <p>To play the notes B, A and G on the recorder by reading the musical notation.</p> <p>To play notes C, D and E on the chime bars by reading the musical notation.</p> <p>To recognise crotchets, minims, quavers, semibreves and crotchet rests.</p>
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<p>Knowledge:</p> <p>To talk about musical dimensions featured in music, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>To know that music has a musical style.</p> <p>To identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>To name some of the instruments they heard in the song</p>	<p>Knowledge:</p> <p>To talk about some of the style indicators of a piece of music (musical characteristics that give the song its style). To talk about the lyrics of a song.</p> <p>To discuss musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>To identify the main sections of the song (introduction, verse, chorus etc).</p>

	<p>Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To take it in turn to discuss how the music makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To learn how music can tell a story or describe an idea.</p> <p>To identify a repeating theme.</p>	<p>To name some of the instruments they heard in the song.</p> <p>Skills:</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in music (eg. if the song gets louder in the chorus).</p> <p>To talk about the music and how it makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p> <p>To use correct musical language in discussion.</p>
To develop an understanding of the history of music.	<p>Knowledge:</p> <p>To be able to name one great composer.</p> <p>Skills:</p> <p>To listen to music from different periods of time and begin to place on a timeline.</p> <p>To begin to identify similarities and differences in the work of a great composer/musician from history</p>	<p>Knowledge:</p> <p>To listen to a piece of music and know who wrote it.</p> <p>Skills:</p> <p>To listen to music from different periods of time and place on a timeline with increasing ability.</p> <p>To compare the works of great composers and musicians with increasing confidence.</p>