

		Year 3		Year 4	
		Knowledge	Skills	Knowledge	Skills
Listen and Appraise		<ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>○ Its 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> </li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </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	<ul style="list-style-type: none"> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song.</li> <li>• Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer</li> </ul>	<ul style="list-style-type: none"> <li>• 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: 1. Find the Pulse 2. Rhythm 3. Pitch</li> <li>• 4. Pitch Copy Back and Vocal Warm-ups</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </ul> </li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• 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> </ul> </li> </ul>

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Singing	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <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>• 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 have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <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	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• The instruments used in class (a glockenspiel, a recorder)</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect. Play any one, or all of 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. To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <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>

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Share and Perform	<ul style="list-style-type: none"> <li>• know and be able to talk about improvisation:</li> <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 and be able to 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>• Different ways of recording compositions (letter names, symbols, audio etc.) To know and be able to talk about:</li> <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 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> </ul>	<ul style="list-style-type: none"> <li>• improvise using instruments in the context of the song they are learning to perform.</li> <li>• Help create at least one simple melody using one, three or 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. 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</li> <li>• To choose what to perform and create a programme.</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>	<ul style="list-style-type: none"> <li>• know and be able to talk about improvisation:</li> <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> <li>• To know and be able to talk about:</li> <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> <li>• To know and be able to talk about:</li> <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> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <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> <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</li> </ul>
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	<ul style="list-style-type: none"><li>• It involves communicating feelings, thoughts and ideas about the song/music</li></ul>		<ul style="list-style-type: none"><li>• 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</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>	were pleased with what they would change and why.
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