



## Knowledge Progression



### Year 3/4 Music

In addition to following a Charanga topic each half term, progression will be taught via the following topics.

	Pitch	Duration and Texture	Notation and Structure	Timbre and Tempo	I am a listener	I am a composer
<b>Key Vocabulary</b>	Beat, duet, dynamics, improvisation, melody, ostinato, pitch, pulse, rhythm, solo, quaver, crotchet, minim, semibreve, harmony, pentatonic, rest, tempo					
<b>Previous knowledge/ Learning</b>	<i>In Yr. 1/2, our children will have:</i> - Sung and composed simple tunes using high and low pitches.	<i>In Year ½, the children will have:</i> - Learnt the difference between rhythm and pulse. Clapped and played repeated rhythms.	<i>In Year ½, the children will have:</i> - Written and drawn words, patterns and pictures to create rhythm patterns.	<i>In Year ½, the children will have:</i> - chosen sounds to represent ideas and accompany songs.	<i>In Year ½, the children will have:</i> - described music and express feelings about music through words or pictures.	<i>In Year ½, the children will have:</i> composed in small groups with other children.
<b>N.C. Objectives.</b>	These objectives are covered repeatedly across the Charanga units as well as within the progression of skills topics .  - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - improvise and compose music for a range of purposes using the inter-related dimensions of music. - listen with attention to detail and recall sounds with increasing aural memory. - use staff and other musical notations. - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					

Cycle 1:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga:	The Dragon Song	Christmas concert	Glockenspiel Stage 1	Stop!	Lean on me	Reflect, Rewind and Replay
 Cycle 2:	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
Charanga:	Mama Mia	Glockenspiel Stage 2	Three Little Birds	Let your spirit fly	Blackbird	Reflect, Rewind and Replay



# Powerful Knowledge

## Year 3/4 Music



**Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?**

### Pitch

**POWERFUL KNOWLEDGE:**  
Pentatonic/Blues Scale

Our children will:

- M1** - Create melodies that use steps (using adjacent notes) and leaps (non-adjacent notes) using a wider range of notes.
- M2** - Understand the concept of the ‘home note’ (e.g. note C in the scale of C) when composing.
- M3** - Begin to understand scales in my compositions.
- M4** - Play clear notes on instruments.
- M5** - Use notation to record and interpret sequences of pitches.

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) They will learn about blues music and play blues chords (CFG) and melodies to a blues backing track in the key of C
- 2) They will learn about the pentatonic scale (CDEGA) and play a familiar song that uses a pentatonic scale (Swing Low Sweet Chariot) and a blues scale (Hound Dog).
- 3) They will be challenged to write a simple, repetitive song using a pentatonic scale or a blues song using blues chords, linked to their topic and perform it to staff or another class and will also be encouraged to take part in one of our performance assemblies. Their performance will be recorded.

### Duration and Texture

**POWERFUL KNOWLEDGE:** Writing four bar rhythms using quavers and crotchets

Our children will:

- M6** - I can recognise and use simple rhythmic notation. (quavers, crotchets, minims and semibreves)
- M7** - I can tap a pulse in different metres (2,3,4,5)
- M8** - I can improvise a rhythm over a steady pulse

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) Children will be taught to recognise, name and know the duration of quavers, crotchets, minims and semibreves.
- 2) They will read musical rhythms and clap, tap or play them on instruments. (See flashcards)
- 3) They will work out the rhythms to simple phrases e.g. “Slow music calms me down” and Christmas themed phrases eg “Christmas comes just once a year” or “Have a lovely Christmas”.
- 4) They will create and clap, (or play on untuned instruments) a repeated 4 beat rhythm for a Christmas song that they are learning for their Christmas performance.
- 5) They will write their own rhythms using quavers and crotchets.
- 6) Rhythms will be performed at the Christmas concert rhythm bingo.

### Notation and Structure

**POWERFUL KNOWLEDGE:**

Our children will:

- M9** - Learn to use crotchets, rests, quavers, minims and semibreves to compose rhythms.
- M10** - Perform sounds from a simple graphic score.
- M11** - I can perform a simple part rhythmically. (i.e. in time, on the beat)
- M12** - I can create repeated patterns with different instruments. (claves, triangles, chime bars etc.)
- M13** - I can play clear notes on an instrument.
- M14** - I can improvise using repeated patterns (i.e. play some rhythms that they have learned to a piece of music e.g. **Le Freak by Chic, Hound dog by Elvis Presley, Take the A train – Billy Strayhorn/ Duke Ellington** Watermelon Man by Herbie Hancock)

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) Children will clap short rhythms by reading musical notes which will include crotchet rests.
- 2) They will use their voices or instruments to perform a piece of graphic notation which includes shapes, symbols, pictures, and lines. (See NSW graphic notation)
- 3) They will write basic graphic notation to perform using shapes or symbols to represent sounds. Their performance will be recorded.
- 4) They will identify and name chorus and verse in a song e.g. **With a little help from my Friends – The Beatles**, Believer – Imagine Dragons, Yellow Submarine – Here Comes the Sun – The Beatles, Don’t worry about a thing – Bob Marley, Say a little Prayer – Aretha Franklin

### Timbre and Tempo

**POWERFUL KNOWLEDGE:**

Our children will:

- M15** - Create music selecting sounds/instruments to achieve effects/identify families of instruments and world instruments.
- M16** - Use notation to record compositions in a small group or on my own.
- M17** - use different elements in my composition e.g. dynamics, rhythm, pitch
- M18** - Compose melodies and songs

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) Children will discuss which instruments would match the mood of a picture e.g. a baby sleeping, fireworks and how they should be played. They will play instruments to match these moods.
- 2) Children will learn about world instruments and their countries of origin and learn their names e.g. cajon, marimba, sitar, djembe. (Demos available on Youtube)
- 3) They will listen to some world music e.g. **Sahela Re by Kishori Amonkar (India)**, The Click Song by Miriam Makeba (Charanga), The Song of Trees by Keiko Abe (Marimba), Cajon by Mona Tavakoli or Daddi Bahmani and will recall the sounds.

### I am a listener

**POWERFUL KNOWLEDGE:**

Our children will:

- M19** - Respond to short extracts from different historical periods about the genre and structure. (**Baroque - Messiah by Handel, 21<sup>st</sup> Century – Jai Ho from Slumdog Millionaire by AH Rahman Popular Funk – I got you by James Brown**)
- M20** - Recognise ensembles e.g., orchestra and choir.
- M21** - Recognise the work of at least one famous composer. (Handel, Mussorgsky see above)
- M22** - Identify and describe the different purposes of music (ceremonies, entertainment, artistic expression)

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) Children will listen to different ensembles and learn their names e.g. duet, trio, quartet, jazz band, choir, orchestra and learn about their make-up.
- 2) Watch ‘The Voice Kids’ duet with coaches, Ember string trio sensation, Barber shop quartets, Bourbon Street Jazz musicians, Only Boys Aloud Choir and appraise.
- 3) Watch George meets the orchestra Youtube clip and sort instruments into families – strings, percussion, woodwind, brass and appraise.
- 4) Listen to and appraise (on music appraisal recording sheet) **Night on a Bare Mountain by Mussorgsky – Romantic Period**

*All music highlighted yellow is from the model music playlists.*

### I am a composer

**POWERFUL KNOWLEDGE:**

Our children will:

- M23** - Share ideas and listen when composing
- M24** - Use musical words (from year ¾ key vocabulary) to describe a piece of music and compositions (their own).

**HOW DOES THIS LOOK AT TRANMERE?**

- 1) Children will work in groups to compose, taking turns to be group leader.
- 2) They will start with a topic related sentence, say it rhythmically, add a melody, beat and ostinato and repeated rhythm.
- 3) They will perform (for members of staff, other pupils or in a class assembly) their compositions, each taking different roles. Their performance will be recorded.