






# Year 4 Autumn 1: Music Knowledge Mat

## Mamma Mia - ABBA

Key Vocabulary		Instruments		Core Knowledge
Unison	To perform a musical act at the same time.	Keyboard -		<ul style="list-style-type: none"> <li>➤ I know how to sing a broad range of unison songs with the range of an octave</li> <li>➤ I know how to pitch my voice accurately and can follow directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>➤ I know how to sing rounds and partner songs in different time signatures (2, 3 and 4 time)</li> <li>➤ I know how to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> <li>➤ I know how to perform a range of songs in school assemblies.</li> <li>➤ I know that each piece of music can link to a story, an origin, tradition, history, and social context.</li> <li>➤ I know how to create music for a specific mood.</li> </ul>
Pitch	How high or low the sound is.	Guitar -		
Tempo	The speed that a passage of music is played.	Drums -		
Pause	A break in the flow of music.	Artist/ Composer		
Rest	Parts of the performance have a short break while others continue.	ABBA / Bjorn Ulvaeus and Benny Andersson		
Crescendo	A gradual increase in the volume of music.			
Decrescendo	A gradual decrease in the volume of music.			



# Year 4 Autumn 2: Music Knowledge Mat

## Glockenspiel

Key Vocabulary		Instruments	Core Knowledge
Rhythm	The order of notes over time.		<ul style="list-style-type: none"> <li>➤ I know the name of some style indicators of songs.</li> <li>➤ I know some tunes on the glockenspiel.</li> <li>➤ I know how to play the glockenspiel along to all the songs we sang this year.</li> <li>➤ I know how to read some music in Glockenspiel Stage 2.</li> <li>➤ I know how to find the pulse of some these songs.</li> <li>➤ I know the difference between pulse, rhythm and pitch.</li> <li>➤ I know how to improvise with the songs we sang this year.</li> <li>➤ I composed a simple melody with some of the songs we sang this year.</li> </ul>
Pitch	How high or low the sound is.		
Tempo	The speed or pace of a piece of music.		
Melody	An order of pitch and rhythm that creates a sound.	Songs to learn	
Compose	To create an original piece of music.	<ul style="list-style-type: none"> <li>➤ Mardi Gras Groovin'</li> <li>➤ Two-Way Radio                             <ul style="list-style-type: none"> <li>➤ Flea Fly</li> <li>➤ Rigadoon</li> </ul> </li> </ul>	
Pulse	A regular beat or note that creates the background of a melody.		
Notes	Each note represents a single musical sound.		

# Year 4 Spring: Music Knowledge Mat

## Stop! - Vocals

Key Vocabulary		Instruments	Core Knowledge
Rhythm	The order of notes over time.		<ul style="list-style-type: none"> <li>➤ I know the name of some style indicators of songs.</li> <li>➤ I know how to find the pulse of some these songs.</li> <li>➤ I know the difference between pulse, rhythm and pitch.</li> <li>➤ I know how to improvise with the songs we sang this year.</li> <li>➤ I composed a simple melody with some of the songs we sang this year.</li> <li>➤ I can identify the tempo of a song.</li> <li>➤ I can sing in a group of my peers following prompts.</li> </ul>
Pitch	How high or low the sound is.		
Tempo	The speed or pace of a piece of music.		
Melody	An order of pitch and rhythm that creates a sound.	Songs to learn	
Chorus	A part of a song that is repeated after each verse.		
Pulse	A regular beat or note that creates the background of a melody.		
Rap	An artistic type of vocal music that is emotive and often includes rhyming.		
		STOP! - A rap/song about bullying	