



Year 4 expected					
Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Listen with attention to detail.</b></p> <ul style="list-style-type: none"> <li>Know five songs from memory and who sang them or wrote them.</li> <li>Identify the style of the five songs.</li> <li>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</li> </ul> </li> </ul>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>Identify texture when singing: how a solo singer makes a thinner texture than a large group</li> <li>Recognise whether they are singing in 'in tune' or not.</li> <li>Rejoin the song if lost.</li> <li>Listen to the group when singing.</li> <li>Have an awareness of the themes of the songs they are singing.</li> </ul>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>Play a simple or one-note part from memory and begin to use notation.</li> <li>With support from an overall adult leader, experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>Discuss other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>Rehearse and perform their part within the context of the Unit song.</li> </ul>	<p><b>Compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>Identify different ways of recording compositions.</li> <li>Describe the difference between pulse and rhythm.</li> <li>Understand that melodies use pitch (high and low sounds) and experiment with this.</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 and begin to discuss why</li> </ul>	<p><b>Improvise music for a range of purposes using the inter-related dimensions of music.</b></p> <ul style="list-style-type: none"> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</li> <li>Complete the Bronze and Silver Challenges:               <ul style="list-style-type: none"> <li>Bronze Challenge: Copy Back – Listen and sing back melodic patterns</li> <li>Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>Improvise! – Take it in turns</li> </ul> </li> </ul>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <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>Communicate the meaning of the words and clearly articulate them.</li> <li>Discuss best place to be when performing and how to stand or sit.</li> </ul>



## Subject Overview with challenge

<p>song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <ul style="list-style-type: none"> <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> <li>• Talk about the music and how it makes them feel.</li> <li>• Begin to use musical words to describe what they hear.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to learn and use more complex rhythms.</li> <li>• play the notes C, D, E, F + G from memory.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• With some support, record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p>to improvise using one note.</p> <ul style="list-style-type: none"> <li>- Silver Challenge:</li> <li>- Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>- Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li> <li>- Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>• To record the performance and evaluate it.</li> <li>• Be aware that performances differ dependent on the occasion.</li> <li>• Sing/rap or play with confidence.</li> </ul>
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Listen & Appraise	Singing	Playing instruments	Composition	Improvisation	Performance
<p><b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</b></p>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <ul style="list-style-type: none"> <li>• Experience leading the playing</li> </ul>	<p><b>Compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.</b></p> <ul style="list-style-type: none"> <li>• Create simple melodies or</li> </ul>	<p><b>Improvise music for a range of purposes using the inter-related dimensions of music.</b></p> <ul style="list-style-type: none"> <li>• Complete the Gold Challenge:</li> <li>- Sing, Play and Copy Back –</li> </ul>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>



## Subject Overview with challenge

<p><b>Listen with attention to detail.</b></p> <ul style="list-style-type: none"> <li>• discuss the musical dimensions working together in the Unit songs, e.g. if the song gets louder in the chorus (dynamics), and begin to give reasons as to why this may be.</li> <li>• Identify changes in tempo, dynamics and texture.</li> <li>• Confidently use musical words in the correct context to describe what they hear.</li> <li>• Identify when particular instruments are introduced into a song (e.g. male voices in the chorus)</li> <li>• Identify the character in a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the use of an internal pulse when singing.</li> <li>• Begin to use specific techniques when singing 'out of tune'</li> <li>• Sing in 2 parts and know which part they are following/singing.</li> </ul>	<p>independently by making sure everyone plays in the playing section of the song.</p> <ul style="list-style-type: none"> <li>• Begin to give reasons as to why an instrument belongs to a particular family using some specific features.</li> <li>• Learn, use and begin to read more complex rhythms.</li> </ul> <p><b>Use and understand staff and other musical notations</b></p> <ul style="list-style-type: none"> <li>• Play the medium part: G + A (+ B + C) by ear and from notation.</li> <li>• Read the notes C, D, E, F + G.</li> <li>• Use notation to record and interpret sequences of pitches</li> </ul>	<p>rhythms for a group to respond to.</p> <ul style="list-style-type: none"> <li>• Confidently discuss the composition and give reasons as to why particular musical dimensions were used at particular times.</li> <li>• Independently record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> <li>• Start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</li> </ul>	<p>Listen and copy back using instruments, two different notes.</p> <ul style="list-style-type: none"> <li>- Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>- Improvise! – Take it in turns to improvise using three different notes.</li> <li>• Use the notes: G, A, B, D + E (pentatonic scale).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a performance is planned and different for each occasion.</li> <li>• Know that a performance involves communicating feelings, thoughts and ideas about the song/music and give examples of these.</li> </ul>
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## Subject Overview with challenge

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