

| Listening and Responding to Music | Elements of Music | | Composition and Improvisation | Developing Performance Skills and Awareness |
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| I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. | Pulse/Beat/ Metre | I can recognise and move in time with a steady beat. | I can make an informed decision as to which notes to use when composing and improvising with the song. | I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. |
| | | I can play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. | | |
| | | I can respond to the 'offbeat' or 'backbeat'. | | |
| I can identify and describe a variety of contrasting feelings as they relate to music. | Rhythm | I can recognise by ear and notation: minims, crotchets, quavers and their rests. | I can create a four or six-bar melody | I can demonstrate an understanding of the importance of posture, diction and technique when performing. |
| | | I can copy simple rhythm patterns created from minims, crotchets, quavers and their rests. | | |
| | | I can create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. | | |
| | | I can alternate between a steady beat and rhythm. | | |
| | | I can recognise by ear and notation: minims, crotchets, quavers and their rests. | | |
| I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music. | Pitch (Melody) | I can show the shape of a melody as rising and falling in pitch. | When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided | I can introduce my performance with context and understanding of the song and the learning process |
| | | I can learn to sing a melody by ear or from notation. | | |
| | | I can learn to rehearse and play a melodic instrumental part by ear or from notation. | | |
| | | I can identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C. | | |
| | | I can identify the scales of: C major G major F major | | |
| | | I can identify if a scale is major or minor. | | |
| | | I can copy simple melodies by ear or from reading notation. | | |
| | | I can create melodies by ear and notate them. | | |

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| | | I can explore and play by ear or from notation: <ul style="list-style-type: none"> • Five-note scale • Pentatonic scale | | |
| | Tempo | I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. | | |
| | | I can change the speed of a steady beat, moving from fast to slow, slow to fast. | | |
| | | I can control the speed of a steady beat, getting faster and getting slower | | |
| | Dynamics | I can listen out and respond to forte (loud) sections of music. | | |
| | | I can identify instruments playing loud dynamics when listening to the music. | | |
| | | I can use dynamics to help communicate the meaning of a song. | | |
| | Timbre | I can choose particular instruments for rehearsal and performing. | | |
| | | I can identify the sound of different tuned and untuned percussion instruments. | | |
| | Texture | I understand that singing and playing together creates a musical texture. | | |
| | | I can add body percussion accompaniments. | | |
| | | I can listen to the accompaniment to a song. | | |
| | | I can identify large numbers of people playing and singing. | | |
| | | I can listen out for solo players. | | |

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| | Structure (Form) | I can show the different sections of a song structure or piece of music through actions. | | |
| Vocabulary | | | | |
| Appalachian music, Baroque music, Blues, Country, Folk music, Native American music Reggae, Disco | Structure, intro/introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, riff, ostinato, pentatonic scale, texture, hook, melody, electric guitar, backing vocals, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, texture, repeats, rhythm patterns, legato, staccato, forte, piano, | | improvise, compose, imagination, | |

Intended Impact

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Musical Structures How does Music bring us closer together? | Exploring Feelings when you Play Christmas Songs | Compose with your Friends | Feelings through Music How does Music help us get to know our community? | Expression and Improvisation | The Show Must Go On! How does Music connect us with the environment? |

| | What stories does Music tell us about the past? | How does Music make the World a better place? | | How does Music shape our way of life? | |
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| <ul style="list-style-type: none"> · I can copy more challenging rhythms using body percussion and untuned instruments. · I recognise some notation that is written on a staff. · I can perform with an understanding of simple time signatures. · I can copy back and improvise rhythmic patterns. · I can clap and move in time to a steady beat, accentuating the first beat of the bar. · I can copy back melodic patterns, | <ul style="list-style-type: none"> · I can rehearse and play a melody line aurally and/or visually, in various keys, with an understanding of accidental notation. · I can play securely with good levels of accuracy, as a soloist or/and as part of an ensemble. · I can rehearse and perform some or all parts in the context of the unit song. · I can follow musical directions. · I can use instruments respectfully. | <ul style="list-style-type: none"> · I can compose a simple melody over a chord progression that starts and ends on the home note. · I can use music technology effectively to capture, edit and combine sounds. · I can compose a basic song accompaniment using pulse, rhythm and pitch. · I can compose using a pentatonic scale. · I can recognise that melody can move in steps or leaps. The space between notes is | <ul style="list-style-type: none"> · I can talk about the words of a song and explain why the music was written. · I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary. · I can find the pulse, identifying the first beat of the bar. · I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. · I understand the importance of a musical introduction and | <ul style="list-style-type: none"> · I can improvise within a major scale, using one to five notes. · I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation. · I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests. · When improvising, I have a clear vision of key, structure and | <ul style="list-style-type: none"> · I can confidently learn to sing a song, both aurally and visually, as part of a group and/or solo. · I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. · I understand that phonetics create various sounds when singing. · I can sing expressively, paying attention to articulation and phrasing. |

Music
Year group - Year Four

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| <p>following basic notation.</p> <ul style="list-style-type: none"> · I can hear a note and suggest its length in relation to other notes over a steady pulse. · I can copy back more complex rhythmic/ melodic patterns. | <ul style="list-style-type: none"> · I can demonstrate excellent posture and consistently good technique when playing my instrument. | <p>called an interval.</p> <ul style="list-style-type: none"> · I can use a simple structure when composing - I know that there is a start, a middle and an end. · I can use simple dynamics and tempo to express loud/quiet and fast/slow. · I can compose using notation from a chosen key. | <p>the information it offers.</p> <ul style="list-style-type: none"> · I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. · I can confidently recognise the difference between major, minor and pentatonic sounds. · I can describe the differences between legato and staccato. | <p>relevant use of the home note.</p> | <ul style="list-style-type: none"> · I can confidently follow the leader or conductor of a group. · I can discuss in depth how the song connects to the world. |
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