

Year 4 Key Learning

The National Curriculum says: *Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Musicianship Understanding Music (Including general musicianship and notation)	Listening Finding and keeping a steady beat Copy back Improvisation Singing Playing instruments Reading notation Pulse/Beat Rhythm Pitch Tempo Dynamics	The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
		The beginnings of formal notation, linking sound to symbol. That music has its own language. Start learning about basic music theory: <ul style="list-style-type: none"> ● Staves ● Lines and Spaces ● Clefs ● Crotchets ● Minims ● Paired Quavers Introduce and understand the differences between crotchets and paired quavers.	<ul style="list-style-type: none"> ● I can copy increasingly challenging rhythms using body percussion and untuned instruments. ● I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. 	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		To play and sing in the time signatures of: 2/4, 3/4 and 4/4.	<ul style="list-style-type: none"> ● I can perform with an understanding of simple time, time signatures. 	
		To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.	<ul style="list-style-type: none"> ● I can copy back and improvise a rhythm using varied note lengths and their equivalent rests. 	
		Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.	<ul style="list-style-type: none"> ● I can move in time with a beat recognising the accentuated first beat of the bar. 	
		To begin to recognise by ear and notation: minims, crotchets, quavers and their rests.	<ul style="list-style-type: none"> ● I can hear a note and suggest its length in relation to other notes over a steady pulse. 	
		To Identify the names of the some pitched notes on a stave.	<ul style="list-style-type: none"> ● I can identify some pitched note names on the treble stave. 	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Musicianship Understanding Music (Including general musicianship and notation) (continued)		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
		Create rhythms using word phrases as a starting point. Recognise long sounds and short sounds, and match them to syllables and movement.	<ul style="list-style-type: none"> I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. 	
		Listen and copy more complex rhythmic patterns by ear or from notation.	<ul style="list-style-type: none"> I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. 	
		Copy back more complex melodic patterns.	<ul style="list-style-type: none"> I can copy back more complex melodic patterns as a call and response exercise, both aurally and visually. 	

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		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Listen and Respond	Listening Responding Musical Styles Historical context Different Musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Talk about the words of a song. Think about why the song or piece of music was written.	<ul style="list-style-type: none"> I can talk about the words of a song and explain why the song/music was written. 	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 and recall sounds with increasing aural memory.
		Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre.	<ul style="list-style-type: none"> I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. 	
		Identify the tempo as fast, slow or steady.	<ul style="list-style-type: none"> I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. 	
		Recognise the style of music they are listening to. Recognise different styles and any important musical features that distinguish the style.	<ul style="list-style-type: none"> I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 	
		Discuss the structures of songs.	<ul style="list-style-type: none"> I can recognise and discuss the sections of music from various styles and genres. 	
		Explain what a main theme is and identify when it is repeated.	<ul style="list-style-type: none"> I can confidently recognise thematic material within a piece, when this is repeated and if there are variations. 	
		Identify: <ul style="list-style-type: none"> Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme Music 	<ul style="list-style-type: none"> I can identify various compositional techniques within a vocal performance that will alter the mood and/or texture. 	
		Know and understand what a musical introduction is and its purpose.	<ul style="list-style-type: none"> I understand the importance of a musical introduction and the information it offers. 	
		Recall by ear memorable phrases heard in the music.	<ul style="list-style-type: none"> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. 	
		Identify major and minor tonality.	<ul style="list-style-type: none"> I can confidently recognise the difference between major and minor tonality. 	
		Recognise the sound and notes of the pentatonic scale by ear and from notation.	<ul style="list-style-type: none"> I recognise the sound and tonal structure of a pentatonic scale both visually and aurally. 	
		Describe legato and staccato.	<ul style="list-style-type: none"> I can describe the differences between legato and staccato, identifying these articulatory effects when heard. 	

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Learn to Sing the Song	Singing Listening	Rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> I can rehearse a song and learn it from memory both aurally and visually. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Pulse Rhythm Pitch	Sing in different time signatures: 2/4, 3/4 and 4/4.	<ul style="list-style-type: none"> I can sing songs that have different simple time, time signatures. 	
	Tempo Dynamics Structure	Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	<ul style="list-style-type: none"> I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. 	
		Demonstrate vowel sounds, blended sounds and consonants.	<ul style="list-style-type: none"> I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. 	
		Sing 'on pitch' and 'in time'.	<ul style="list-style-type: none"> I can sing on pitch and in time, adjusting for accuracy when needed. 	
		Sing expressively, with attention to breathing and phrasing.	<ul style="list-style-type: none"> I can sing with attention to phrasing on my own or as directed. 	
		Sing expressively, with attention to staccato and legato.	<ul style="list-style-type: none"> I can sing expressively, paying attention to articulation on my own or as directed. 	
		Talk about the different styles of singing used for different styles of song.	<ul style="list-style-type: none"> Have an understanding of the various styles of singing used in correlation to the styles of song. 	
		Talk about how the songs and their styles connect to the world.	<ul style="list-style-type: none"> I can discuss in depth how the song connects to the world and its relevant culture. 	

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Play Instruments with the Song	Playing instruments Keep a steady beat Playing in a group /ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	<ul style="list-style-type: none"> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. 	Use and understand staff and other musical notations.
		Playing the right notes with secure rhythms.	<ul style="list-style-type: none"> I can play securely with good levels of accuracy. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Rehearsing and performing their parts within the context of the unit song.	<ul style="list-style-type: none"> I can rehearse and perform some or all parts in context of the unit song. 	
		Playing together with everybody while keeping the beat.	<ul style="list-style-type: none"> I can play, with improved accuracy as part of an ensemble keeping a steady beat. 	
		Listening to and following musical instructions from a leader.	<ul style="list-style-type: none"> I can follow musical direction as part of an ensemble or as a soloist. 	
		Treating instruments carefully and with respect.	<ul style="list-style-type: none"> I can use instruments respectfully and treat them with care. 	
Playing their instruments with good posture and technique.	<ul style="list-style-type: none"> I can demonstrate excellent posture when playing my instrument. I can demonstrate consistently good technique for the instrument I am playing. 			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Improvise with the Song	Improvising Listening	Explore improvisation within a major scale using more notes.	<ul style="list-style-type: none"> I can improvise within a major scale using 1 to 5 notes. 	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	Pulse Rhythm Pitch Tempo Dynamics	Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.	<ul style="list-style-type: none"> I can use my chosen instrument to improvise on a limited range of notes. I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte). 	
	Improvise over a simple chord progression/groove.	<ul style="list-style-type: none"> I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases. When improvising I have a clear vision of key structure and relevant use of the home note. 		

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Compose with the Song	Composing Notation	The children will learn: Compose over a simple chord progression. Compose over a groove.	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
	Pulse Rhythm Pitch Tempo Dynamics Notation	Use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> I can use music technology effectively to capture, edit and combine sounds. 	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.	<ul style="list-style-type: none"> I can use a simple structure when composing. I know my composition has a start, a middle and an end. 	Use and understand staff and other musical notations.	
	Use simple dynamics. Create a tempo instruction.	<ul style="list-style-type: none"> I can use simple dynamics and tempo to express loud and quiet and fast and slow. 		
	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	<ul style="list-style-type: none"> I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments. 		
	Create a melody using crotchets, minims, quavers and their rests.	<ul style="list-style-type: none"> I can compose a basic song accompaniment using pulse, rhythm and pitch. 		
	Use a pentatonic scale.	<ul style="list-style-type: none"> I can compose using a pentatonic tonality. 		
	Beginning to understand the structure of the composition.	<ul style="list-style-type: none"> I can compose a piece of music and explain how it is structured. 		
	Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<ul style="list-style-type: none"> I can recognise melodic intervals and understand that melody can move in steps or leaps. 		
	Including a home note, to give a sense of an ending; coming home.	<ul style="list-style-type: none"> I can include a home note and understand its significance within my composition. 		
Performing their simple composition/s using their own choice of notes.	<ul style="list-style-type: none"> I can compose using notation from a chosen key. 			

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Music Notepad		<p>The children will learn:</p> <p>Composing a 'stand-alone' piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature. ● A treble clef. ● Four or six bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. 	<p>Children's Statements</p> <p>I know/I understand and can demonstrate:</p> <ul style="list-style-type: none"> ● I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. 	<p>The National Curriculum for Music says that Pupils should be taught to:</p>
		<p>Describing how their melodies were created.</p>	<p>I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	

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		<p>Describing how their melodies were created.</p>	<p>I can describe how my melody is structured and what processes I went through to create my melodic composition.</p>	

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Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and enjoy the opportunity to share what has been learned in the lessons.	<ul style="list-style-type: none"> I can rehearse and comfortably perform to others the progress I have made during my lesson. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	<ul style="list-style-type: none"> I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence. 	
		Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	<ul style="list-style-type: none"> I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed. 	
		Explain why the song was chosen, including its composer and the historical and cultural context of the song.	<ul style="list-style-type: none"> I can explain why a song was chosen and in what context including historical information about the piece. 	
		Communicate the meaning of the words and articulate them clearly.	<ul style="list-style-type: none"> I can effectively communicate the meaning of the words and articulate them clearly. 	
		Reflect on the performance and how well it suited the occasion.	<ul style="list-style-type: none"> I can reflect on my performance and how well it suited the occasion. 	
		Discuss and respond to any feedback; consider how future performances might be different.	<ul style="list-style-type: none"> I can discuss and reflect upon my performance to improve upon future performances. 	

*Also known as inter-related dimensions of music