

# Year 4

How sounds can be combined in **layers** (as well as sequenced one after the other)

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> <li>a) Can sing more complex songs (faster/minor key/longer phrases) by memory, in tune with increasing accuracy/fluency/expression.</li> <li>b) Can sing unison, 2-4 part rounds, call and response, partner songs, simple harmonies.</li> <li>c) Can respond to visual cues of teacher.</li> <li>d) Can play body percussion/actions whilst singing.</li> </ul>	<ul style="list-style-type: none"> <li>a) High/Low pitch</li> <li>b) Loud/quiet dynamic</li> <li>c) Fast/Slow tempo</li> <li>d) Steps and leaps in pitch</li> <li>e) Understand the importance of diction.</li> <li>f) Understand that lyrics can affect expression.</li> <li>g) Start of understanding of ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch</li> <li>• High/Low/ rising/falling/ step/leap</li> <li>• Dynamic</li> <li>• Loud/Quiet/ crescendo/ diminuendo</li> <li>• Tempo</li> <li>• Fast/Slow</li> <li>• Pulse</li> <li>• Beat</li> <li>• Downbeat</li> <li>• Rhythm</li> <li>• Structure</li> <li>• Instrument names</li> <li>• Call and response</li> <li>• Ostinato</li> <li>• Unison</li> <li>• Solo</li> <li>• Layered</li> <li>• Stave</li> <li>• Crotchet/ quavers/semi-quavers</li> <li>• minim/rest (including vocalisations e.g. Ta Tete).</li> <li>• Strings, Woodwind, Brass, Percussion, keyboard</li> <li>• Drone</li> <li>• Major/ minor chords</li> <li>• Pentatonic scale</li> </ul>
Perform 2	<ul style="list-style-type: none"> <li>a) Can follow non-verbal gestures.</li> <li>b) Can play instruments in time with a good awareness of groupings of beats.</li> <li>c) Can copy more complex rhythms (including semi-quavers, dotted rhythms and syncopation) on body percussion and instruments or create rhythmic patterns for others to copy.</li> <li>d) Can follow and play from simple notation (crotchets, quavers, minims, rest and 3-5 pitches on stave)</li> <li>e) Further develop learning of one or more tuned instruments, with 3-5 notes, using instrument specific technique.</li> <li>f) Can start to play simple instrumental parts in time with others (sense of ensemble).</li> </ul>	<ul style="list-style-type: none"> <li>a) Understand the difference between pulse and rhythm.</li> <li>b) understand basic dynamics, pitch, tempo,</li> </ul>	
Listen/ Appraise 3	<ul style="list-style-type: none"> <li>a) Can respond to tempo/pitch/dynamic/structure through movement or verbally.</li> <li>b) Can identify beat groupings in music.</li> <li>c) Can identify a sequence of sounds (structure).</li> <li>d) Can identify more instruments and categorise instruments e.g. instruments of the orchestra.</li> <li>e) Can recognise major and minor chords/melodies.</li> <li>f) Can describe music using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>a) Can understand how the use of musical elements affect the intent of the music.</li> <li>b) Music can have an order (structure)</li> <li>c) Can recognise repetition and contrasting sections.</li> <li>d) Understand that different instruments can make different sounds.</li> <li>e) Music comes in different styles and from different times and places.</li> </ul>	
Create 4	<ul style="list-style-type: none"> <li>a) Improvise or compose descriptive music with a narrative (e.g. a story)</li> <li>b) Put sounds in order(structure) and use layers with an awareness of how choosing different notes affects the feel of a piece (e.g. major minor).</li> <li>c) Create a range of different sounds with given instruments.</li> <li>d) Create more complex rhythms using words.</li> <li>e) Improvise vocal and percussion pieces using Q &amp; A phrases – a musical conversation.</li> <li>f) Create standard notation of rhythms and melodies they have created.</li> <li>g) Can create short melodic phrases of 3-5 notes.</li> <li>h) Collaborate to create a piece of music.</li> <li>i) Start to use the musical elements for specific effect in a composition.</li> <li>j) Can improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>a) How to put sounds together in order (structure) to make a descriptive piece of music.</li> <li>b) How to use the musical elements to create particular effects.</li> <li>c) How to turn words into rhythms.</li> <li>d) How layers of sound can be combined for particular effects.</li> </ul>	