



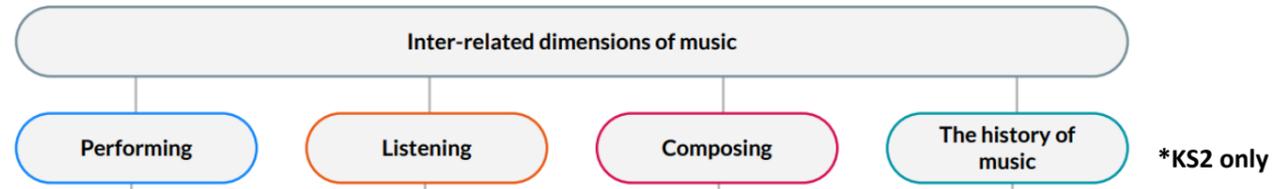
# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Music - Year 4



Inter-related dimensions of music:  
Pitch  
Duration  
Dynamics  
Tempo  
Timbre  
Texture  
Structure  
Appropriate musical notation



<b>YEAR 4 CYCLE B</b>	<b>Instrumental scheme: Caribbean (KS2)</b> <b>PERFORMING FOCUS</b>	<b>Samba and carnival sounds and instruments</b> <b>Theme: South America (Year 4)</b> <b>COMPOSING &amp; PERFORMING FOCUS</b>	<b>Musical Theatre</b> <b>Annie</b> <b>LISTENING &amp; PERFORMING FOCUS</b>
<b>KNOWLEDGE ORGANISERS</b>			
<b>KEY VOCAB</b>	Calypso, Kaiso, Steel Pan, Quaver, Crotchet, Minim, Semibreve	Agogo, bateria, Caixa, Carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks Structure, surdo, syncopated rhythms, tamborim	Major, minor, parts, ensemble, notation, duration, pitch, dynamics, tempo, timbre, structure, verse, refrain, harmony Transposing a melody – (changing key) harmony, ostinato, bass line, glissando, loop, A Capella, ballad, lyrics, Stanza, crescendo, ensemble
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>To know the key features of Calypso music.</li> <li>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.</li> <li>To be able to play tuned percussion with the correct technique.</li> </ul>	<ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>To know that in a ballad, a 'stanza' means a verse.</li> <li>To know that an ensemble is a group of musicians /vocalists who perform together.</li> <li>To know that to perform well, it is important to listen to the other members of your ensemble.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>To know that a bass line is the lowest pitch line of notes in a piece of music</li> <li>To know that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>To know that when you sing without musical accompaniment it is called 'A Capella'.</li> <li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> </ul>
<b>MAKING CONNECTIONS</b>	Year 3	Year 3 – Jazz <ul style="list-style-type: none"> <li>To understand that 'syncopation' means a rhythm that is played off the natural beat.</li> </ul>	Year 3 <ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> </ul>

	<ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To know that 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>To know that written music tells you how long to play a note for.</li> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>To know that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> <li>To know that a chord is the layering of several pitches played at the same time.</li> <li>To know that major chords create a bright, happy sound.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Ragtime is piano music that uses syncopation and a fast tempo.</li> <li>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</li> <li>To know that 'scat singing' is using made-up words to create the sound of an instrument playing.</li> </ul> <p><b>Year 5 – Looping and remixing</b></p> <ul style="list-style-type: none"> <li>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</li> <li>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</li> <li>To know that remix is music that has been changed, usually so it is suitable for dancing to.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>To know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>To understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>To know that in a ballad, a 'stanza' means a verse.</li> <li>To know that an ensemble is a group of musicians /vocalists who perform together.</li> <li>To know that to perform well, it is important to listen to the other members of your ensemble</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>To know that choreography means the organisation of steps or moves in a dance.</li> <li>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> <li>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. e.g. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that a vocal composition is a piece of music created only using voices.</li> <li>To know that a loop is a repeated rhythm or melody, and is another word for ostinato</li> </ul>
<p><b>KEY SKILLS</b></p>	<p><b>Year 3</b> <u>Listening</u></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Understanding that music from different parts of the world, and different times, have different features</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> <li>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>Beginning to improvise musically within a given style.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</li> </ul> <p><b>Year 4</b> <u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Beginning to improvise musically within a given style.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>Beginning to improvise musically within a given style.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Suggesting improvements to others' work, using musical vocabulary.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Understanding that music from different times has different features.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>Identifying scaled dynamics (crescendo/deceleration) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music</li> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> </ul>