



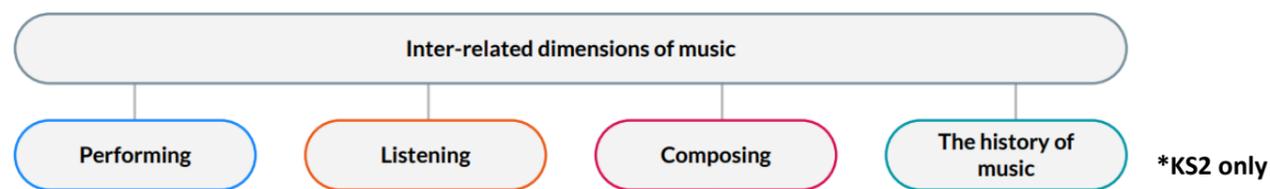
Singleton Church of England Primary School

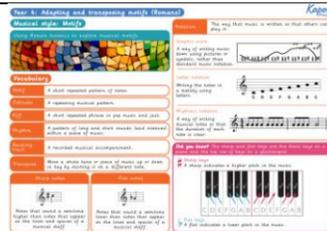
Progression of Skills and Knowledge

Music - Year 4



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



YEAR 4 CYCLE A	Changes in pitch, tempo and dynamics – Rivers (Y4) LISTENING & COMPOSING FOCUS	Adapting and transporting motifs – Romans (Y4) LISTENING & COMPOSING FOCUS	Musical Theatre LISTENING & PERFORMANCE FOCUS HISTORY OF MUSIC
KNOWLEDGE ORGANISERS			
KEY VOCAB	a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps	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, crescendo, ballad, stanza, lyrics, ensemble
SUBSTANTIVE KNOWLEDGE	<ul style="list-style-type: none"> To know that when you sing without accompaniment it is called 'A Cappella'. To know that harmony means playing two notes at the same time that usually sound good together. 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. To know that 'performance directions' are words added to musical notation to tell the performers how to play. 	<ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<p>Year 3</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. 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. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that the word 'crescendo' means a sound getting gradually louder. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that in a ballad, a 'stanza' means a verse. To know that an ensemble is a group of musicians /vocalists who perform together. To know that to perform well, it is important to listen to the other members of your ensemble <p>Year 4</p> <ul style="list-style-type: none"> To know that a bass line is the lowest pitch line of notes in a piece of music 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. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that both instruments and voices can create audio effects that describe something you can see. To know that a 'loop' in music is a repeated melody or rhythm. To know that when you sing without musical accompaniment it is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. 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

<p>MAKING CONNECTIONS</p>	<p>Year 3 - Developing singing technique (Vikings)</p> <ul style="list-style-type: none"> 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 To know that different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that written music tells you how long to play a note for <p>Year 5 – South and West Africa</p> <ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. 	<p>Year 3 – Traditional instruments and improvisation (India)</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music. <p>Year 5 – Musical Theatre Please note, this unit is not covered within the 'Condensed version' of this scheme, however, please use this substantive knowledge for stretch and challenge.</p> <ul style="list-style-type: none"> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>Year 3</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. 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. To know that different notes have different durations, and that crotchets are worth one whole beat. To know that the word 'crescendo' means a sound getting gradually louder. To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that in a ballad, a 'stanza' means a verse. To know that an ensemble is a group of musicians /vocalists who perform together. To know that to perform well, it is important to listen to the other members of your ensemble <p>Year 5</p> <ul style="list-style-type: none"> 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. To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. 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. To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that a vocal composition is a piece of music created only using voices. To know that a loop is a repeated rhythm or melody, and is another word for ostinato
<p>KEY SKILLS</p>	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 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. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<p>Year 3</p> <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Understanding that music from different times has different features. <p>Year 4</p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary