



Singleton Church of England Primary School

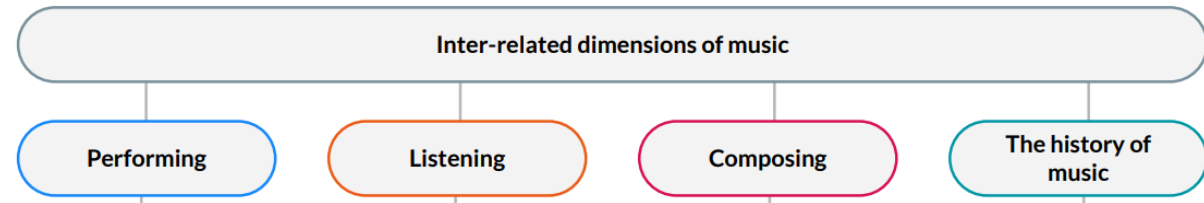
Progression of Skills and Knowledge

Music - Year 4


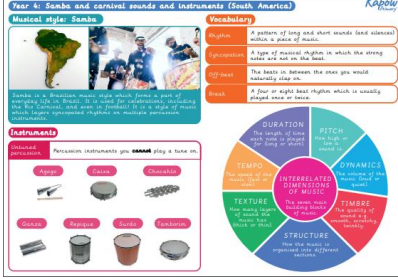
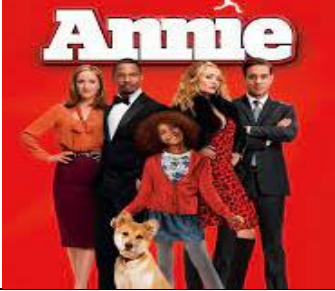


Inter-related dimensions of music:

Pitch
Duration
Dynamics
Tempo
Timbre
Texture
Structure
Appropriate musical notation



*KS2 only

YEAR 4 CYCLE B	Instrumental scheme: Caribbean (KS2) PERFORMING FOCUS	Samba and carnival sounds and instruments Theme: South America (Year 4) COMPOSING & PERFORMING FOCUS	Musical Theatre Annie LISTENING & PERFORMING FOCUS
KNOWLEDGE ORGANISERS			
KEY VOCAB	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, duration, 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
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">To know the key features of Calypso music.To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.To be able to play tuned percussion with the correct technique.	<ul style="list-style-type: none">To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.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.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.	<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 musicTo 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.
MAKING CONNECTIONS	Year 3	Year 3 – Jazz <ul style="list-style-type: none">To understand that 'syncopation' means a rhythm that is played off the natural beat.	Year 3 <ul style="list-style-type: none">To know that a ballad tells a story through song.

	<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 know 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.To know that the word ‘crescendo’ means a sound getting gradually louder. <p>Year 5</p> <ul style="list-style-type: none">To know that a slow tempo and a minor key (pitch) can be used to make music sound sad.To know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.To know that a chord is the layering of several pitches played at the same time.To know that major chords create a bright, happy sound.	<ul style="list-style-type: none">To know that Ragtime is piano music that uses syncopation and a fast tempo.To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.To know that 'scat singing' is using made-up words to create the sound of an instrument playing. <p>Year 5 – Looping and remixing</p> <ul style="list-style-type: none">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.To know that a loop is a repeated rhythm or melody, and is another word for ostinato.To know that remix is music that has been changed, usually so it is suitable for dancing to.	<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 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
KEY SKILLS	<p>Year 3</p> <p><u>Listening</u></p> <ul style="list-style-type: none">Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.Understanding that music from different parts of the world, and different times, have different featuresRecognising and explaining the changes within a piece of music using musical vocabularyDescribing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.Beginning to show an awareness of metre.Beginning to use musical vocabulary when discussing improvements to their own and others’ work. <p><u>Composing</u></p> <ul style="list-style-type: none">Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).Suggesting and implementing improvements to their own work, using musical vocabulary.Beginning to improvise musically within a given style. <p><u>Performing</u></p> <ul style="list-style-type: none">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.Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. <p>Year 4</p> <p><u>Listening</u></p> <ul style="list-style-type: none">Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.Identifying common features between different genres, styles and traditions of music. <p><u>Composing</u></p> <ul style="list-style-type: none">Beginning to improvise musically within a given style. <p><u>Performing</u></p> <ul style="list-style-type: none">Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	<ul style="list-style-type: none">Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.Identifying common features between different genres, styles and traditions of music.Recognising, naming and explaining the effect of the interrelated dimensions of music.Using musical vocabulary to discuss the purpose of a piece of music.Beginning to improvise musically within a given style.Creating a piece of music with at least four different layers and a clear structure.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.Playing syncopated rhythms with accuracy, control and fluency.	<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 musicSinging 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