

Year 4- Progression of Knowledge and Skills Music

Term	Knowledge	Skills
<p style="text-align: center;">Autumn</p> <p style="text-align: center;">Topic: ENO Finish This..</p>	<ul style="list-style-type: none"> • Music can be started by one composer and completed by another. • A piece of music usually has a structure (beginning, middle and ending). • Music includes melody, rhythm, pitch, tempo and dynamics. • Composers make choices to shape how music sounds. • Finished music can be performed and shared with others. 	<ul style="list-style-type: none"> • Identify musical features already used (rhythm, pitch, tempo, dynamics). • Develop musical ideas so they fit with the original style. • Create a clear ending to a piece of music. • Sing and/or play instruments with control and confidence. • Work collaboratively to agree on musical choices. • Rehearse and improve their completed composition. • Perform the finished piece confidently. • Talk about what they added, why they chose it, and what worked well.

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<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Topic: Stop!</p>	<p>I know that:</p> <ul style="list-style-type: none"> • Music can be in different styles, such as grime. • Songs have a clear structure (introduction, verses and chorus). • Music has a steady pulse. • Music can change in tempo, dynamics and texture. • Some music uses digital and electronic sounds. • Music can be composed, performed and evaluated. 	<p>I can:</p> <ul style="list-style-type: none"> • Recognise and name electronic instruments and sounds. • Identify changes in tempo, dynamics and texture. • Copy and perform rhythmic patterns. • Sing and rap in unison and in parts. • Play instrumental parts accurately and in time. • Perform confidently as part of a group. • Evaluate a performance, saying what went well and what could be improved.

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<p style="text-align: center;">Spring 2</p> <p>Topic: Lean On Me!</p>	<ul style="list-style-type: none"> • Music can be in different styles, such as soul and gospel. • Songs have a clear structure (intro, verses, chorus, bridge, outro). • Music can change in tempo, dynamics and texture. • Music can be sung, played, improvised and composed. • Music can be performed and evaluated. 	<ul style="list-style-type: none"> • Recognise and name instruments and voices. • Identify changes in tempo, dynamics and texture. • Copy and perform rhythmic and melodic patterns. • Sing confidently in unison. • Play instrumental parts accurately and in time. • Improvise using given notes. • Compose a simple melody using given notes. • Perform confidently as part of a group. • Evaluate a performance, saying what went well and what could be improved.

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<p style="text-align: center;">Summer</p> <p style="text-align: center;">Topic: Ukulele</p>	<ul style="list-style-type: none"> • The ukulele is a stringed instrument. • The ukulele has four strings. • Different strings make different pitches. • Chords are made by pressing strings on the fretboard. • Music has a steady pulse. • Rhythm is a pattern of long and short sounds. • Songs can include verses and a chorus. • Music can be rehearsed, improved and performed. 	<ul style="list-style-type: none"> • Hold the ukulele correctly and safely. • Tune the ukulele with support. • Use the correct finger positions for basic chords. • Play simple chords (e.g. C, F, G, Am). • Change between chords smoothly. • Keep a steady pulse while strumming. • Use simple strumming patterns. • Play and sing together in time. • Follow simple chord notation or diagrams. • Perform simple songs confidently as part of a group. • Listen to others and play as part of an ensemble. • Talk about what went well and how to improve.