



Knowledge - as a Year 4 Musician I will know...

<u>Listening & Appraising</u>	<u>Improvising and Composing</u>	<u>Performing</u>
<ul style="list-style-type: none"> • five new songs from memory; who sang them or wrote them and their style. • (for one song): <ul style="list-style-type: none"> - some of the style indicators of that song (musical characteristics that give the song its style). - the lyrics: what the song is about. - any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - identify the main sections of the song (introduction, verse, chorus etc). - name some of the instruments heard in the song. 	<ul style="list-style-type: none"> • improvisation is making up your own tunes on the spot • that if you improvise using the notes you are given, you cannot make a mistake • different ways of recording compositions (letter names, stave notation) • the features of a good composition (structure, repetition, silence) 	<ul style="list-style-type: none"> • you should try to play clearly and with confidence • a performance is planned and different for each occasion • it involves communicating feelings, thoughts and ideas about the song/music • singing as part of an ensemble or large group is fun, but that you must listen to each other • texture: How a solo singer makes a thinner texture than a large group • why you must warm up your voice • singing as part of an ensemble or large group is fun, but that you must listen to each other • texture: How a solo singer makes a thinner texture than a large group • why you must warm up your voice • about the instruments used in class (a glockenspiel, guitar, un-tuned percussion instruments) • how to hold a guitar correctly • how to play notes on the guitar



Skills - as a Year 4 Musician I can...

Listening & Appraising

- confidently identify the pulse.
- talk about the musical dimensions working together in a song eg if the song gets louder in the chorus (dynamics).
- talk about different styles of music and how they makes me feel.
- listen carefully and respectfully to other people's thoughts about the music.
- use correct musical vocabulary.
- explain the place of silence; say what effect it has
- start to identify the character of a piece of music
- describe/ identify the different purposes of music
- begin to identify with the style of work of Beethoven, Mozart, Elgar

Improvising & Composing

- improvise using instruments in the context of the song I am learning to perform.
- improvise using repeated patterns
- help create at least one simple melody using three or five different notes.
- plan and create a section of music that can be performed within the context of the unit song.
- listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- use standard notation
- use notations to record compositions in a small group or on their own
- use their notation in a performance

Performing

- present a musical performance designed to capture the audience
- talk about the best place to be when performing and how to stand or sit.
- record the performance and say how I was feeling, what I was pleased with what I would change and why.
- sing in simple two-parts.
- demonstrate a good singing posture.
- follow a leader when singing.
- sing with awareness of being 'in tune'.
- rejoin the song if lost.
- listen to the group when singing
- treat instruments carefully and with respect.
- play a simple part from memory or using notation.
- rehearse and perform their part within the context of a piece of music.
- listen to and follow musical instructions from a leader.
- experience leading the playing by making sure everyone plays in the playing section of the song