



## Flanderwell Primary School

### Music End of Year 4



At the end of year four I will know and remember

#### Autumn

##### **Musicianship**

I can copy increasingly challenging rhythms using body percussion and untuned instruments.

I can match rhythmic patterns to movement.

##### **Listen and Respond**

I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.

##### **Learn to sing the song.**

I can rehearse a song and learn it from memory, both aurally and visually.

I have an understanding of the various styles of singing used in correlation to the styles of song.

##### **Play your instruments with the song.**

I can play securely with good levels of accuracy.

##### **Exploring improvisation**

I can use my chosen instrument to improvise on a limited range of notes.

##### **Compose with the song.**

I can use a simple structure when composing.

I can compose a basic song accompaniment using pulse, rhythm and pitch.

##### **Perform**

I can rehearse and comfortably perform to others, showing the progress I have made during my lesson.

#### Spring

##### **Musicianship**

I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.

I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.

##### **Listen and Respond**

I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

I can confidently recognise the difference between major and minor tonalities.

##### **Learn to sing the song.**

I can sing as part of a choir with an understanding that unison/harmony

##### **Play your instruments with the song.**

I can play with improved accuracy as part of an ensemble, keeping a steady beat.

##### **Exploring improvisation**

I can improvise sections of music which include structured phrases.

##### **Compose with the song.**

I can use music technology effectively to capture, edit and combine sounds.

I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.

##### **Perform**

I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.

#### Summer

##### **Musicianship**

I can hear a note and suggest its length in relation to other notes over a steady pulse.

##### **Listen and Respond**

I can identify various compositional techniques within a vocal performance that will alter the mood **and/or texture**.

I can describe the differences between legato and staccato, identifying these articulatory effects when heard.

##### **Learn to sing the song.**

I understand that phonetics creates various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.

I can discuss in depth how the song connects to the world and its relevant culture.

##### **Play your instruments with the song.**

I can follow musical direction as part of an ensemble or as a soloist.

##### **Exploring improvisation**

I can improvise using more complex rhythms, including varying notes and their equivalent rests.

##### **Compose with the song.**

I can compose a piece of music and explain how it is structured.

I can compose using notation from a chosen key.

##### **Perform**

I can discuss and reflect upon my performance to improve upon future performances.