



Music Progression of Skills

Year 4



Year 4 National Curriculum Objectives for Music: Children will be taught to:

Year 4 Areas of Study

Flute Tuition – ongoing throughout the year, delivered by Music Specialist from St Helens Music Service

Listening and Responding

- Listen with sustained concentration to both live and recorded music.
- Recognise the family groups within the orchestra and the role of the conductor.
- Identify some of the structural and expressive aspects of the music heard e.g. starts slowly and gets faster – changes in tempo.
- Discuss the impact of a piece of music.

Improvising and Composing

- Begin to read simple musical on a musical staff. E.g. FACE EGBDF
- Begin to compose simple melodies using combinations of the taught notes.
- Begin to follow simple musical notation when playing as part of an ensemble.

Performing - Singing

- Begin to sing with control, accuracy, fluency and expression.
- To sing songs, maintaining their own part e.g. 2 part songs or simple harmonies showing an awareness of others.
- Understand the importance of ‘warming up’ their voices and lead warm up activities
- Sing with articulation.
- Perform as part of an ensemble, following instructions from a leader and leading a small ensemble too.

Performing - Playing

- Perform rhythmical and melodic patterns on a variety of percussion instruments.
- Read and play simple musical notation represented on a musical staff.
- Perform as part of an ensemble.
- Participate in improvisation sessions with confidence.

Appraising

- Talk about music heard using appropriate musical vocabulary and suggest improvements – What went well? What worked? Why?
- Show others how to improve their compositions/performance.
- Explain the place of silence and say what effect it has.
- Identify the purpose of the music e.g. the power of music in films
- Begin to identify the differences in the styles of work of different composers.

Musical Dimensions (beat, pulse, pitch, duration, dynamics, tempo, texture, structure and timbre)

- Recognise the beat within a piece of music and know that this is the ‘pulse’, keeping the timing of the piece steady.
- Recognise high, low and middle sounds and know that this is called ‘pitch’. Begin to explore the shape of a melody in terms of steps, leaps and repeated notes.
- Recognise long and short sounds and know that this is called ‘duration’. Begin to explore pulse and rhythm and recognise the difference between them.

- Recognise loud, quiet and silent sounds and know that this is called 'dynamics'. Begin to recognise and describe changes in dynamics.
- Recognise how the beat changes using fast and slow and know that this is called 'tempo'. Begin to recognise and describe changes in tempo.
- Recognise and respond to changes in the layering of sound and know that this called 'texture'. Begin to create different layers of sound by using different instruments – including the voice.
- Recognise that music has different structures e.g. beginning, middle, end and repetition. Begin to create simple structures within their own musical compositions.
- Identify different percussion sounds and how they are made and know that this is called 'timbre'.

Notes

Children working below objectives listed above

Children who are working above objectives listed above