

Y4 - Music Progression

Listen and Appraise	Inter-related Dimensions	Use Voices	Playing Instruments	Improvisations	Composition
<i>LA1. Can I recognise/identify styles used in : pop, film/classical, rap, soul/gospel?</i>	<i>IRD1. Can I find the pulse and stay in time?</i>	<i>V1. Can I sing as part of a group or alone, with confidence?</i>	<i>PI1. Can I play a classroom instrument, as part of a group, with more knowledge, confidence and ease?</i>	<i>I1. Can I confidently explore and create simple musical sounds, with voices and instruments, within the context of songs being learnt?</i>	<i>C1. Can I create my own more complex melodies?</i>
<i>LA2. Can I find a steady beat within the music and express the importance of a pulse within a piece of music?</i>	<i>IRD2. Can I demonstrate a fast and slow pulse?</i>	<i>V2. Can I show good technique when preparing to sing?</i>	<i>PI2. Can I move between different parts? (starting to use notation)</i>	<i>I2. Can I improvise more confidently?</i>	<i>C2. Can I compose using more than three notes?</i>
<i>LA3. Can I continue to recognise the sounds and name the musical instruments used within a piece of music?</i>	<i>IRD3. Can I clap/Play simple rhythms and copy one or two note pitches with more confidence?</i>	<i>V3. Can I perform a song stylistically and as musically as I can?</i>	<i>PI3. Can I respond to cues from the conductor/leader, with confidence?</i>	<i>I3. Can I create my own rhythmic patterns, that lead to melodies in a group or solo situation?</i>	<i>C3. Can I record my composition in more than one way?</i>
<i>LA4. Can I continue to identify the simple structure of a piece of music?</i>	<i>IRD4. Can I create my own rhythm and lead others, if asked?</i>	<i>V4. Can I sing different parts of a song?</i>	<i>PI4. Can I treat my instrument with care and respect?</i>	<i>I4. Can I perform my improvisations on my own or within a group?</i>	<i>C4. Can I demonstrate an understanding of the inter-related dimensions of music?</i>
<i>LA5. Can use the correct musical language more consistently and use this to help me describe how the music makes me feel?</i>	<i>IRD5. Can I explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music?</i>	<i>V5. Can I follow a leader/conductor with confidence?</i>	<i>PI5. Can I play more confidently as part of an ensemble, by ear?</i>		
<i>LA6. Can I place a piece of music in a timeline of different genres and composers?</i>					
<i>LA7. Can I continue to deepen my understanding of the inter-related dimensions of music :beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure?</i>					

Music Progression Coverage

Autumn 1 Mamma Mia	Autumn 2 Glockenspiel stage 2	Spring 1 Stop	Spring 2 Lean on me	Summer 1 Blackbird	Summer 2 Reflect Rewind & Replay
L1 – L7 IRD1- IRD5 V1-V5 PI1 – PI5 I1 – I4 C1- C4	IRD1-IRD5 PI1 – PI5 C1- C4	L1 – L7 IRD1- IRD5 V1-V5 PI1 – PI5 I1 – I4 C1- C4	L1 – L7 IRD1- IRD5 V1-V5 PI1 – PI5 I1 – I4 C1- C4	L1 – L7 IRD1- IRD5 V1-V5 PI1 – PI5 I1 – I4 C1- C4	L1 – L7 IRD1- IRD5 V1-V5 PI1 – PI5 I1 – I4 C1- C4

Subject Specific Vocabulary

Improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, unison

Keyboard, electric guitar, bass, drums, pentatonic scale,	Rhythm patterns,	Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums,	by ear, notation, backing vocal, piano, bass, drums, organ,	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, Perform & Share	[Pick and Mix term consolidating the learning that has occurred during the year].
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I will know...

- Five songs from memory and who sang and wrote them.
- The style of those five songs.
- How to discuss a piece of music including; style, meaning of lyrics, musical dimensions, instruments heard.
- How to identify the main sections of a song (introduction, verse, chorus, etc).
- How pulse, rhythm and pitch work together.
- The difference between musical dimensions such as pulse, rhythm, pitch.
- How to create musical ideas for a group and lead them to copy or respond to.
- Why you must warm up your voice before singing.
- How to demonstrate good posture when singing.
- How a solo singer makes a thinner texture than a large group.
- That singing as a group is a choir.
- How to follow a leader when singing.
- That songs can make you feel different things e.g. happy, energetic, sad, and talk about my own feelings.
- That singing as part of an ensemble is fun but that you must listen to each other with an awareness of being in tune.
- How to play an instrument used in class.
- That if you improvise with the notes you are given you cannot make a mistake.
- That using two notes confidently is better than using five.
- That you can use some of the riffs you have heard in the challenges in your improvisations.
- How to compose music and keep it in some way to be played again
- How to record compositions in different ways e.g. letter names, symbols, audio etc.

- That performing can be done to an audience of people or to one person.
- That performing requires sharing music involving communicating feelings and thoughts and ideas about the song/music.