

MUSIC - YEAR 4

<p>Controlling sounds through singing and playing (Play and Perform)</p> <p>Sing songs in unison and two parts</p> <p>Be able to sing in unison maintaining pitch and using increasing expression.</p> <p>Show control of timbre, tempo and dynamics.</p> <p>Understand how mouth shape can affect vocal sounds.</p> <p>Sing songs and create different vocal effects.</p> <p>Play tuned and un-tuned instruments with control and accuracy</p> <p>Be able to play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>Begin to identify melodic phrases and play them by ear.</p> <p>Practise, rehearse and present performances with an awareness of the audience</p> <p>To think about others while performing, including other performers and the audience.</p>	<p>Creating and developing Musical ideas (Create and Compare)</p> <p>Improvise, developing rhythmic and melodic material when performing</p> <p>Be able to create rhythmic and simple melodic patterns using an increased number of notes. Explore and be able to perform different types of accompaniment.</p> <p>Explore, choose, combine and organise musical ideas with musical structures</p> <p>Be able to join layers of sound, thinking about musical dynamics of each layer and understanding the overall effect on the piece of music.</p> <p>Begin to recognise and explore different combinations of sounds.</p>	<p>Responding and reviewing (Appraisal skills)</p> <p>Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</p> <p>Be able to recognise the ways sounds can be combined and used expressively and comment on this</p> <p>Reflect on and improve their own and others' work in relation to its intended effect</p> <p>Be able to comment on the effectiveness of their own work and that of their peers, identifying, as clearly as possible and making improvements based on its intended outcome.</p>	<p>Listening and applying knowledge and understanding</p> <p>Listen to music with an increasing attention to detail and be able to describe in detail what they have heard</p> <p>Comment on likes and dislikes of music using appropriate musical vocabulary such as dynamics, tempo, pitch, pulse, including that from different traditions and great composers and musicians.</p> <p>Understand how combining the different elements of music can alter the mood and effect of the piece</p> <p>All children should begin to understand how musical elements are combined together to create different moods and effects and that music can be used to represent different moods and meanings.</p>	<p>Notation of musical ideas</p> <p>Be able to understand invented notations for representing music</p> <p>Can accurately name and use the notes on a treble staff, for example, 'Every Good Boy Deserves Football' for the lines and 'FACE' for the spaces.</p> <p>Can recognise and name the treble clef and time signature, for example.</p> <p>Can explain that the time signature dictates how many beats in a bar there are.</p> <p>Can accurately give note names for crotchets, quavers, minims, dotted minims and semibreves and know the value of each. With support, can begin to notate simple rhythms in three or four beats in a bar.</p>
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