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| Happiness Responsibility Friendship Respect Courage | | | | | | |
| MUSIC Year 4 | | | | | | |
| Listening | Singing | Notation | Improvising | Composing | Pulse, beat and metre | Rhythm |
| I can find and demonstrate the steady beat identifying the tempo as fast, slow or steady.  Identify the 2/4, 3/4, 4/4 metre.  I can talk about the words of a song and think about why a song or piece of music was written.  I can explain how music makes me feel and begin to understand the effects of major and minor tonality.  I can describe legato and staccato.  I can identify the main theme of a piece of music and when it is repeated.    I know what a musical introduction is and its purpose.  I know the different elements of song structures: verse and chorus.  I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can rehearse, learn and perform songs from memory.  I can perform actions confidently.  I can sing simple rounds.  I can sing on pitch and in time.  I can sing expressively with attention to breathing and phrasing with staccato and legato notes.  I can sing with attention to clear diction and awareness with beat.  I can follow the leader or conductor of the choir for dynamic and tempo changes.  I can sing in different time signatures of 2/4, 3/4 and 4/4. | I can use standard notation to play a 3-note piece using a simple melodic instrument. (GAB).  I can use standard notation of crotchets, quavers and minims and semibreves.  I know the relationship between minims, crotchets, paired quavers and rests.  I can follow and perform simple scores to a steady beat achieving a sense of ensemble. | I can improvise on a limited range of pitches on an instrument I am learning | I can create and perform music in response to music or another stimulus combining rhythmic notation with letter names.  I can use simple structures with a verse, chorus and introduction.  I can create a simple melody using crotchets, minims, paired quavers and their rests.  I can compose over a groove or simple chord progression.  I can use simple dynamics in my compositions forte (loud), mezzo forte (moderately loud), mezzo piano (moderately quiet) and piano (quiet). | I can respond to the ‘offbeat’ or ‘backbeat’.  I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. | I can recognise by ear and notation minims, crotchets, quavers and their rests.  I can copy back simple rhythm patterns created from minims, crotchets, quavers and their rests.  I can create rhythm patterns by ear and using simple notation that use minims, crotchets, quavers and their rests. |
| Pitch | Timbre | Texture | Tempo | Structure | Dynamics |
| I can identify steps in the pitch of a melody.  I can identify the names of the pitched notes on a stave: (GAB) | I can recognise the following groups of instruments: a marching band and a symphony orchestra and its sections: woodwind, brass, percussion and strings.  I can identify instruments by ear introduced in my class lessons. | I can identify and explain the texture including the number of voices or instruments playing and the richness of the sound they create.  I understand the terms unison and solo. | I can control the changing pace of a steady beat and direct the class to control the speed of a steady beat in a performance. | I can identify the instrumental break in a song.  I can identify the different sections of a song: introduction, verse, chorus.  I can identify repeated phrases and sections within music. | I can identify gradation of dynamics and use the correct musical vocabulary to describe crescendo and diminuendo: *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet) and *piano* (quiet). |