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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). |