

YEAR 4 - Minimum expected standards

By the end of Year 4 most pupils should be able to:

<p>Perform Singing, playing & active learning</p>	<p>Explore & compose Playing & Exploring</p>	<p>Listen, reflect & appraise Creating and thinking critically</p>
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody • Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) • Sing two/three part rounds with more confidence and increasing pitch accuracy • Sing confidently as part of a small group or solo being aware of posture and good diction. • Copy short phrases and be able to sing up and down in step independently. <p>Using instruments:</p> <ul style="list-style-type: none"> • Maintain two or more different ostinato patterns in a small instrumental group against a steady beat • Play music that includes RESTS • Use tuned percussion instruments with increasing confidence to accompany songs and improvise • Play by ear – find known phrases or short melodies using tuned instruments • Play music in a metre of two or three time • Read and play from some conventional music symbols • Combine instrumental playing with narrative and movement • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. • Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<p>Explore:</p> <ul style="list-style-type: none"> • Sounds to create particular effects (timbre) • Rhythm patterns in music from different times and places (duration) • The pentatonic scale • Pitched notes that move by steps and/ or leaps to make short phrases/melodies • Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc • Combining and controlling sounds to achieve a desired effect • Music that incorporates effective silences (rests) • Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones • A simple melody from a selected group of notes (i.e. a pentatonic scale) • Music that has a recognisable structure • A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Use a range of ICT to sequence, compose, record, and share work <p>Keywords: Ostinato, drone, repetition, metre, rest, leap, phrase, melody, pentatonic, tuned percussion, untuned percussion</p>	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. • Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) • Recognise music from different times and countries identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify whether a song has a verse/chorus or call and response structure • Identify the use of metre in 2 or 3 in a piece of recorded or live music • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. <p>Musical Elements</p> <ul style="list-style-type: none"> • Duration - Metre - the organisation of beats • Texture - layering of sounds • Tempo - the speed of music • Dynamics - Louder & quieter • Structure - Beginning, middle, repetition, verse, chorus, call & response • Pitch - Pentatonic, notes moving in step/leap • Timbre - Sound quality of individual instruments