

**Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills: Music Year 4**

Understanding Music	Notation
<p>Use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor and in the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>C, D, E            C, D, E, G, A            G, A, B            G, A, B, D, E            F, G, A            A, B, C, D, E, F, G</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B            F, G, A, Bb, C            G, A, B, C, D, E, F#            D, E, F#, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify: • Stave • Treble clef • Time signature</p> <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
Listening	Playing instruments
<p>Talk about the words of a song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs. Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p> <p>Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>

<b>Singing</b>	<b>Creating: Improvising</b>
<p>Rehearse and learn songs from memory and/or with notation.  Sing in different time signatures: 2/4, 3/4 and 4/4.  Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.  Demonstrate good singing posture.  Demonstrate vowel sounds, blended sounds and consonants.  Sing 'on pitch' and 'in time'.  Sing expressively, with attention to breathing and phrasing, staccato and legato.  Talk about the different styles of singing used for different styles of song.  Talk about how the songs and their styles connect to the world.</p>	<p>Explore improvisation within a major scale using the notes:  C, D, E  C, D, E, G, A  C, D, E, F, G  D, E, F#, A, B  D, E, F, G, A  Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression.  Improvise over a groove.</p>
<b>Creating: Composing</b>	<b>Performing</b>
<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.  Compose over a simple chord progression.  Compose over a groove.  Create music in response to music and video stimulus.  Use music technology, if available, to capture, change and combine sounds.  Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.  Use simple dynamics.  Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.  Create a melody using crotchets, minims, quavers and their rests.  Use a pentatonic scale:  C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)  C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)  A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)  D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)  G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.  Perform, with confidence, a song from memory or using notation.  Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.  Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.  Explain why the song was chosen, including its composer and the historical and cultural context of the song.  Communicate the meaning of the words and articulate them clearly.  Use the structure of the song to communicate its mood and meaning in the performance.  Talk about what the rehearsal and performance has taught the student.  Understand how the individual fits within the larger group ensemble.  Reflect on the performance and how well it suited the occasion.  Discuss and respond to any feedback; consider how future performances might be different.</p>