



## As a Year 4 Musician I will know...

<u>Listen &amp; Appraise</u>	<u>Singing</u>	<u>Playing</u>
<ul style="list-style-type: none"> <li>- five songs from memory and who sang them or wrote them.</li> <li>- the style of the five songs.</li> <li>- choose one song and be able to talk about:               <ul style="list-style-type: none"> <li>- some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>- the lyrics: what the song is about.</li> <li>- any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>- identify the main sections of the song (introduction, verse, chorus etc).</li> <li>- name some of the instruments they heard in the song.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- singing in a group can be called a choir</li> <li>- a leader or conductor is a person who the choir or group follow</li> <li>- songs can make you feel different things e.g. happy, energetic or sad</li> <li>- singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- texture: How a solo singer makes a thinner texture than a large group</li> <li>- why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>- the instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>- other instruments I might play or be played in a band or orchestra or by my friends</li> </ul>
<u>Improvisation</u>	<u>Composition</u>	<u>Performance</u>
<ul style="list-style-type: none"> <li>- improvisation is making up your own tunes on the spot</li> <li>- when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>- that using one or two notes confidently is better than using five</li> <li>- that if you improvise using the notes you are given, you cannot make a mistake</li> <li>- that I can use some of the riffs I have heard in the Challenges in my improvisations</li> </ul>	<ul style="list-style-type: none"> <li>- a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>- different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- performing is sharing music with other people, an audience (including people you don't know)</li> <li>- a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- you need to know and have planned everything that will be performed</li> <li>- you must sing or rap the words clearly and play with confidence</li> <li>- it is planned and different for each occasion</li> <li>- it involves communicating feelings, thoughts and ideas about the song/music</li> </ul>



### Games

- how pulse, rhythm and pitch work together
- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- how to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

## As a Year 4 Musician I can...

### Listen & Appraise

- confidently identify and move to the pulse.
- talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- talk about the music and how it makes me feel.
- listen carefully and respectfully to other people's thoughts about the music.
- use musical words.

### Singing

- sing in unison and in simple two-parts.
- demonstrate a good singing posture.
- follow a leader when singing.
- enjoy exploring singing solo.
- sing with awareness of being 'in tune'.
- rejoin the song if lost.
- listen to the group when singing.

### Playing

- treat instruments carefully and with respect.
- play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
- rehearse and perform their part within the context of the Unit song.
- listen to and follow musical instructions from a leader.
- experience leading the playing by making sure everyone plays in the playing section of the song



## As a Year 4 Musician I can...

### Improvisation

- improvise using instruments in the context of the song I am learning to perform.

Bronze Challenge:

○ Copy Back – Listen and sing back melodic patterns

○ Play and Improvise – Using instruments, listen and play own answer using one note.

○ Improvise! – Take it in turns to improvise using one note.

Silver Challenge:

○ Sing, Play & Copy Back – Listen and copy back using instruments, using two different notes.

○ Play and Improvise – Using instruments, listen and play my own answer using one or two notes.

○ Improvise! – Take it in turns to improvise using one or two notes.

Gold Challenge:

○ Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.

○ Play and Improvise – Using instruments, listen and play my own answer using two different notes.

○ Improvise! – Take it in turns to improvise using three different notes.

### Composition

- help create at least one simple melody using one, three or five different notes.
- plan and create a section of music that can be performed within the context of the unit song.
- talk about how it was created.
- listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

### Performance

- choose what to perform and create a programme.
- present a musical performance designed to capture the audience
- communicate the meaning of the words and clearly articulate them.
- talk about the best place to be when performing and how to stand or sit.
- record the performance and say how I was feeling, what I was pleased with what I would change and why.



## As a Year 4 Musician I can...

### Games

1. Find the Pulse
2. Rhythm Copy Back:
  - a. Bronze: Clap and say back rhythms
  - b. Silver: Create your own simple rhythm patterns
  - c. Gold: Perhaps lead the class using their simple rhythms
3. Pitch Copy Back Using 2 Notes
  - a. Bronze: Copy back – ‘Listen and sing back’ (no notation)
  - b. Silver: Copy back with instruments, without then with notation
  - c. Gold: Copy back with instruments, without and then with notation
4. Pitch Copy Back and Vocal Warm-ups