Name: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Music – Year 4**

**Singing**

**Musicianship**

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|  | **Key Objectives:** |  |
| A yellow sign with black notes  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow sign with red lines  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I copy more challenging rhythms using body percussion and untuned instruments. |  |
| Can I recognise some notation that is written on stave. |  |
| Can I perform with an understanding of simple time signatures. |  |
| Can I copy back and improvise rhythmic patterns. |  |
| Can I clap and move in time to a steady beat, accentuating the first beat of the bar. |  |
| Can I copy back melodic patterns, following basic notation. |  |
| Can I hear a note and suggest its length in relation to other notes over a steady pulse. |  |
| Can I copy back more complex rhythmic/melodic patterns. |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow square with a question mark and red dots  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with red lines  Description automatically generatedA yellow sign with black notes  Description automatically generated | Can I confidently learn to sing a song, both aurally and visually. |  |
| Can I sing as part of a group with an understanding that unison/harmony performance will affect musical texture. |  |
| Can I sing expressively, paying attention to articulation and phrasing. |  |
| Can I confidently follow the leader/ conductor in a group. |  |
| Can I discuss in depth how the song connects to the world.  **Listening** |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with a drawing of a ear and a black arrow  Description automatically generatedA yellow sign with a drum and a trumpet  Description automatically generatedA yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generated  A yellow sign with a clock and arrows  Description automatically generated | Can I talk about the words of a song and explain why the music was written. |  |
| Can I identify the difference between fast, steady and slow tempo, using appropriate vocab. |  |
| Can I find the pulse, identifying the first bear of the bar. |  |
| Can I confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. |  |
| Can I understand the importance of a musical introduction and the information it offers. |  |
| Can I sing or clap memorable rhythmic phrases heard in a piece of music. |  |
| Can I confidently recognise the difference between major, minor and pentatonic sounds. |  |
| Can I describe the differences between legato and staccato.  **Composition** |  |

**Improvisation**

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| I can use my chosen instrument to improvise using a limited range of notes, demonstrating use of articulation. |  |
| I can improvise using more complex rhythms and melodic patterns, including varying notes and their equivalent rests. |  |
| When improvising, I have a clear vision of key, structure and relevant use of the home note. |  |

**Playing instruments**

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| Can I play securely with good levels of accuracy, as a soloist and as part of an ensemble. |  |
| Can I rehearse and perform some or all parts in the context of the unit song. |  |
| Can I follow musical directions. |  |
| Can I use instruments respectfully. |  |
| Can I demonstrate excellent posture and consistently goof technique when playing my instrument. |  |

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| Can I use musical technology effectively to capture, edit and combine sounds |  |
| Can I compose a basic song using pulse, rhythm and pitch. |  |
| Can I compose using the pentatonic scale. |  |
| Can I recognise that melody move in steps or leaps. |
| Can I use simple structure when composing and simple dynamics and tempo to express loud/quiet and fast and slow. |

**Rehearse and Perform**

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| Can I explain why a song was chosen and in what context, including historical information about the piece. |  |
| Can I effectively communicate the meaning of words and articulate them clearly. |  |
| Can I reflect on my performance and how well it suited the occasion. |  |
| Can I discuss and reflect upon my performance to improve upon futures performances. |  |