



Year 4 Progressions of Skills - Music

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit	Rainforest - body and tuned percussion		Rivers		Samba and carnival	Romans
Knowledge						
	<ul style="list-style-type: none"> To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 		<ul style="list-style-type: none"> When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 'Performance directions' are words added to musical notation to tell the performers how to play. 		<ul style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on-beat' is the pulse of a piece of music, and the 'off-beat' falls in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.
Skills						



<p>Listening and responding to music</p> <p>Analysing music</p> <p>Evaluating music</p> <p>Composing and improvising</p> <p>Performing</p>	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Using musical vocabulary to discuss the purpose of a piece of music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Using musical vocabulary to discuss the purpose of a piece of music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary 		<ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Using musical vocabulary to discuss the purpose of a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. 	<ul style="list-style-type: none"> Recognising the use and development of motifs in music. Using musical vocabulary to discuss the purpose of a piece of music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Identifying scaled dynamics (crescendo/decelscendo) within a piece of music.
<p>Cultural and historical awareness of music</p>						
<p>Creating sounds</p> <p>Singing repertoire</p> <p>Singing technique</p> <p>Instruments</p> <p>Posture</p>	<ul style="list-style-type: none"> Creating a piece of music with at least four different layers and a clear structure Composing a coherent piece of music in a given style with voices, bodies and instruments. 		<ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes Singing and playing in time with peers with accuracy and awareness of their part in the group performance. 		<ul style="list-style-type: none"> Beginning to improvise musically within a given style. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Creating a piece of music with at least four different layers and a clear structure. 	<ul style="list-style-type: none"> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
<p>Notation</p> <p>Understanding notation</p> <p>Representing pitch</p>	<ul style="list-style-type: none"> Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. 		<ul style="list-style-type: none"> Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. 			<ul style="list-style-type: none"> Identifying scaled dynamics (crescendo/decelscendo) within a piece of music. Using letter name, graphic and



Representing rhythm										rhythmic notation and musical vocabulary to label and record their compositions. ○
Improvising and composing - stimulus and purpose Improvising Selecting music and sounds Sequencing	<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Beginning to improvise musically within a given style. ○ 		<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping. 			<ul style="list-style-type: none"> Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. 		<ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. 		
Performing Understanding and evaluating a performance Awareness of music Awareness of self Awareness of others	<ul style="list-style-type: none"> Using musical vocabulary when discussing improvements to their own and others' work. Suggesting improvements to others work, using musical vocabulary. 		<ul style="list-style-type: none"> Using musical vocabulary when discussing improvements to their own and others' work. Explaining their preferences for a piece of music using musical vocabulary. 			<ul style="list-style-type: none"> Suggesting improvements to others' work, using musical vocabulary. Playing syncopated rhythms with accuracy, control and fluency. ○ 		<ul style="list-style-type: none"> Suggesting improvements to others work, using musical vocabulary. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique 		
Lesson	Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style		Artist / composer	Period/ tradition/ style	Artist / composer	Period/ tradition/ style
1	David Paich, Jeff Porcaro	Popular Music		Performers - Line Halstad & Hallgeir Bjerke	American folk song		Unknown	Samba	Mary Green and Julie Stanley	Popular music
2	Composer - Steve Reich,	Minimalism, modern		Bedřich Smetana	Romantic				Beethoven	Classical music



	performers - Santi Carcasona	classical							
3	Composer - Steve Reich, performers - Santi Carcasona	Minimalism, modern classical		Ben E King KT Tunstall	R&B / Blues- children may not have had as much exposure to this genre of music. Popular music				
4								Beethoven	Classical music
5	Sam Tsui, Alex G, Kina Grannis, Kurt Schneider	Popular music							