

Music Skills Years 3 and 4

Singing

Composing

Listening

Performing
(Musicianship)

	Year 3	Year 4
Singing	<ul style="list-style-type: none"> Sing a wide pitch range accurately (e.g. do-so), in tune with expression Sing a range of songs in unison with others Sing using forte (loud) and piano (soft) dynamics Sing a range of action songs, performing actions correctly and in time with the music Walk/move or clap to a steady beat with others as the tempo changes slow (adagio) fast (allegro) Use these skills in order to perform as part of a choir 	<ul style="list-style-type: none"> Sing a wider pitch range accurately (e.g. do-do, octave), pitching the voice accurately Sing a range of songs using a second part to introduce vocal harmony Sing following directions for getting louder (crescendo) and getting quieter (diminuendo) Sing a range of rounds and partner songs in time with others Start to sing songs with larger leaps, accurately Perform a range of songs in school in school assemblies and as part of a choir
Listening	<ul style="list-style-type: none"> Describe music that is fast (allegro) or slow (adagio) and use key word to describe this music Identify Pulse and beat within a piece of music Describe music pitch, if parts are high/low and if the music rises or falls. Identify call and response/Q&A with music Identify echo, ostinato and drones within music Describe music as unison, layered or solo. Describe music dynamics as loud (forte), quiet (piano) Recognise different instrumental families and sonorities Identify instruments within these families and their pitch Understand the social context/story/origins 	<ul style="list-style-type: none"> Describe music as getting faster (accelerando) and getting slower (rallentando) Identify beats in a bar (3 or 4 beats per bar) Recognise major and minor keys and moods that these relate to Identify static parts and moving melodies Recognise melody and accompaniment parts Identify structures including repetition and contrast within piece of music To recognise different dynamics (getting louder – crescendo, getting quieter – decrescendo) and articulations smooth (legato) detached (staccato) Identify instruments and the way they are played. Understand the social context/story/origins
Composing	<p>Improvise</p> <ul style="list-style-type: none"> Become more skilled at improvising using voices/ tuned and untuned percussion. Invent short musical phrases on the spot Structure musical ideas using echo/Q&A to create pieces with a start/middle/end Compose music for different stimuli <p>Compose</p> <ul style="list-style-type: none"> Compose rhythmic accompaniments using known note values Combine known rhythmic notation with letter names to create 3 note rising and falling phrases 	<p>Improvising</p> <ul style="list-style-type: none"> Improvise melodies using different articulation smooth (legato) and short/detached (staccato) Start to structure these improvisations <p>Composition</p> <ul style="list-style-type: none"> Combine learnt rhythmic notation and pentatonic notes to create short musical phrases Sing and play these phrases as compositions Arrange notation cards to create different bar length compositions (2,3,4 beat bars) Know about major & minor chords Explore the use of know musical elements to create music for a specific mood Capture and record creative ideas using graphic scores, rhythm notation, staff notation and/or music technology

	Year 3	Year 4
Performing (Musicianship)	<p>Performance</p> <ul style="list-style-type: none"> • Play and perform a simple melody on an instrument (tuned percussion, violin, recorder) using staff notation over a small range of notes (C-E) (G A B) • Play and perform a melody accurately and in time within a whole class or small group (trio/quartet) • As a soloist copy stepwise melodies with accuracy and at different speeds • Perform question and answer melodies with others <p>Reading Notation</p> <ul style="list-style-type: none"> • Know about lines and spaces on a staff • Use dot notation on a staff to show higher and lower pitch notes • Understand the difference between Crotchets and paired quavers rhythms • Be able to use applies syllable words to perform these rhythms • Use listening and/or performance skills to Identify and order 3 note, notation phrases. 	<p>Performance</p> <ul style="list-style-type: none"> • Play and perform melodies following staff notation (within a small range (e.g. C-G) • Play and perform in time as a class or within a small group on an instrument. • Perform music that is in two or more parts (melody and accompaniment) • Identify moving parts (melodies) and static parts (drones). • Copy short melodic phrases including the use of the pentatonic scale (C,D,E,G,A). <p>Reading Notation</p> <ul style="list-style-type: none"> • Understand and perform/use minims, crotchets, pairs of quavers and rests. • Read and perform pitch notation C-G. • Follow and perform simple rhythmic scores to a steady beat maintaining their part accurately. • Perform different parts within a rhythmic texture to create a rhythm ensemble.