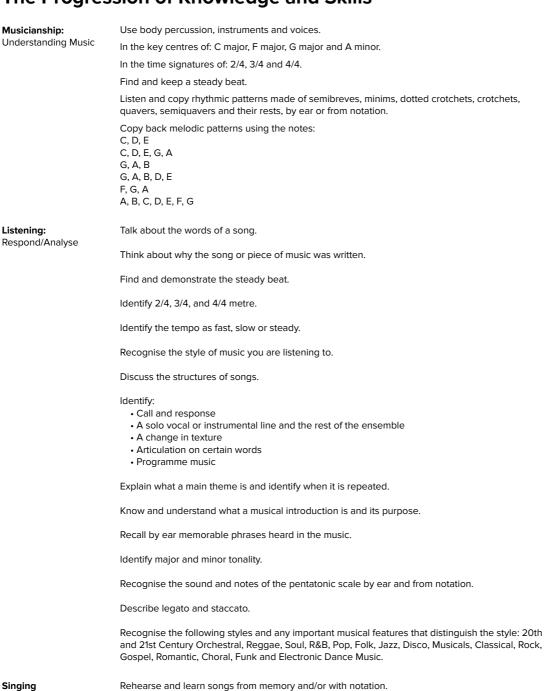
Year 4 The Progression of Knowledge and Skills



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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'.

Singing

Sing expressively, with attention to breathing and phrasing.

Sing expressively, with attention to 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.

Notation	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
	Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B b, C G, A, B, C, D, E, F\$ D, E, F\$, G, A, B, C
	Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
	Identify: • Stave • Treble clef • Time signature
	Identify and understand the differences between minims, crotchets, paired quavers and rests.
	Read and perform pitch notation within a range.
	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
Playing Instruments	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.
Playing the Recorder	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.
Creating: Improvising	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, G, A 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.

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) Α, Β 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 DEEGA 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) Rehearse and enjoy the opportunity to share what has been learned in the lessons.

Performing

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.

Connecting Across the Curriculum

Topics include:

- Friends and people we meet
- How people and children used to live
- Connecting with the past
- Music from different cultures
- Music and dancing
- Music and freedom

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