

Assessment sheet for: Music

Class: Year 4

Unit		
Autumn Term Unit titles: This little light of mine	<u>National Curriculum coverage</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Key musical skills</u> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style.
The Pink Panther / Composing with colour	<u>National Curriculum coverage</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Key musical skills</u> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture.
Spring Term Unit titles: The Doot Doot Song	<u>National Curriculum coverage</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Key musical skills</u> • ‘Doodle’ with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. • Listen and identify similarities and differences between acoustic guitar styles.
Fanfare for the common man / Spain	<u>National Curriculum coverage</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music.	<u>Key musical skills</u> • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically.
Summer Term Unit titles: Global pentatonics /	<u>National Curriculum coverage</u> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music	<u>Key musical skills</u> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas.

The horse in motion	- experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.
Favourite song	<p><u>National Curriculum coverage</u></p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>Key musical skills</u></p> <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style.

