

Music Year 4	
Performing	• Perform a simple part of an ensemble rhythmically • Sing songs from memory with increasing expression, accuracy and fluency • Improvise using repeated patterns with increasing accuracy and fluency
Composing	• Use notations to record and interpret sequences of pitches • Begin to use standard notation • Use notations to record compositions in a small group or on their own • Use notation in a performance • Combine groups of beats
Appraising	• Explain why silence is used in a piece of music and say what effect it has • Start to identify the character of a piece of music • Describe and identify the different purposes of music including different styles and traditions • Begin to identify the style of work of established composers (eg <i>Beethoven, Mozart, Elgar etc</i>) • Use musical words (pitch/duration/timbre/dynamics/tempo) to describe a piece of music and composition
Musical terms related to topic (Key vocabulary)	Related Vocabulary
Greater Depth:	• Use selected pitches simultaneously to produce simple harmony • Explore and use sets of pitches (eg <i>4 or 5 note scales</i>) • Show how they can use dynamics to provide contrast • Identify how a change in timbre can change the effect of a piece of music
Topic/Novel Link:	

Defined End Point
- Use a range of appropriate musical terms to evaluate a selection of music (prominent composers) and read ,write and perform using increasingly accurate musical notation (considering pitch, duration, timbre, dynamic)