



Kings Meadow Primary School

Music Progression and Skills: Year 3 and Year 4 (Sandy The Sand Lizard)

Creative, Real-life, Ambitious, Careers-focussed curriculum building Knowledge & skills for every Individual Nurturing Global citizens of the future

	Year 3	Year 4
Singing	Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. Perform actions confidently and in time. Perform as a choir in school assemblies.	Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies
Playing Instruments	Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes G, A, B, D, and E.	Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B
Listening	Aurally identify dimensions in music, such as pitch and texture.	Listen with attention to detail and recall sounds with increasing aural memory.

	Appreciate and respond to music from across historical periods and traditions.	Understand contrasting traditions and stories.
Creating	Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note-range. Compose in response to different types of stimuli. Structure musical ideas to create music that has a beginning, middle and end. Create and simply notate three-note phrases. Compose song accompaniments on untuned percussion.	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. Make compositional decisions about the overall structure of improvisations. Create and play short pentatonic phrases using five notes.
Music Technology	Use the Music Explorer tool to write and read music. Use video to capture and record creative ideas.	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. Use YuStudio to introduce major and minor chords. Use video to capture and record creative ideas
Musicianship or Performing	Learn to play a tuned instrument. Play and perform melodies following staff notation with a small range of notes.	Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups.

and Notation	Listen and accurately repeat short melodic phrases played at different tempos. Recognise a stave and a clef. Understand the differences between crotchets and paired quavers. Apply word chants to rhythms.	Play and perform in two or more parts from simple notation. Understand the differences between minims, crotchets, paired quavers and their rests. Follow and perform simple rhythmic scores, and be able to maintain an individual part.
Key Vocabulary	<u>Year 3:</u> Structure, intro/introduction, verse, chorus, improvise, compose, sequencing sounds, digital music, texture, duration, rhythm patterns, expression, bass, drums, guitars, keyboard, hook, conductor, accompaniment, crotchets, quavers, style, traditions.	<u>Year 4:</u> Melodic phrases, unison, 2-part songs, melody and accompaniment, contrast, digital recording, relevant instrumental terminology eg fingering, pentatonic, articulation such as staccato/legato, sound effects, compositional decisions, rounds, choreography, perform

The Music Progression Map, which outlines the learning in this Creative Music Scheme, is based on two key documents:

- The National Curriculum for Music - A statutory framework that outlines what pupils must be taught.
- The Model Music Curriculum (MMC) - A non-statutory guide offering detailed progression and practical examples to meet those statutory goals.