

Key skills	Year 3	Year 4
<b>SING</b> Sing with an understanding of how to improve accuracy, fluency, control and expression	Explore and use changes of <b>tempo / dynamics</b>	Explore and use changes of <b>tempo / dynamics</b>
	Decide how to perform a song	Decide how to perform a song
	Begin to sing in parts	Sing in parts
<b>PLAY</b> Play with an understanding of how to improve accuracy, fluency, control and expression <b>NOTATION</b>	Copy a <b>rhythmic phrase</b>	Copy and <b>improvise rhythmic phrases</b>
	Clap the <b>rhythm</b> of a songs whilst others tap the <b>pulse</b>	Clap the <b>rhythm</b> of a song whilst others tap the <b>metre</b>
	Tap the <b>metre</b> of songs	Tap the <b>metre</b> of songs
	Play simple tunes by ear	Play simple tunes by ear
	Play two <b>ostinato rhythms</b> simultaneously	Play an <b>ostinato accompaniment</b> to a song
	Read and play 4 and 8 beat <b>rhythm</b> notation ( <b>crotchet, crotchet rest, quaver</b> )	Read and play 4 and 8 beat <b>rhythm</b> notation ( <b>crotchet, crotchet rest, quaver</b> )
	Play and play simple <b>pitch</b> notation	Read and play simple melodic phrases from <b>staff notation</b>
<b>COMPOSE AND IMPROVISE</b>  Including the use of music technology	Create a <b>rhythmic phrase (Binary Form A B)</b>	Organise musical phrases ( <b>Ternary Form A B A</b> )
	Create a simple <b>melodic phrase</b>	Create a <b>melodic phrase</b>
	Improvise <b>rhythmic phrases</b> of equal length in pairs	Improvise <b>rhythmic phrases</b> of equal length in pairs
	Work in pairs to <b>structure</b> a piece using two simple musical ideas	Work in pairs to <b>structure</b> a piece using two simple musical ideas
	Create tunes for word phrases	Create an <b>ostinato</b> to reflect the mood suggested by a painting, poem or other external stimuli
		Record work on a simple device eg ipad. Select sounds and record, use basic looping skills
<b>LISTEN</b> with attention to detail and recall sounds with increasing aural memory	Listen to a range of types of music from different traditions	Listen to a range of types of music from different traditions
	Recognise individual key instruments in a piece of music	Identify instruments, style & era of different recorded music
	Identify repeated & contrasting sections in recorded music	Identify repeated & contrasting sections in recorded music
	Identify phrases of a song	Analyse basic song <b>structures</b>
	Listen / respond to live/recorded music, talk about how it makes you feel	Listen / respond to live/recorded music, talk about how it makes you feel

The music curriculum is a spiral curriculum, with key skills being repeated. It is recommended that singing, playing instruments, composing, listening to and appraising music should take place weekly.

<b>Glossary</b>	<b>Year 3 and 4</b>
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts for
<b>Pitch</b>	High and low, getting higher/lower
<b>Tempo</b>	Fast and slow, getting faster/slower
<b>Dynamic</b>	Loud and quiet, getting louder/quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group eg 3/4, 4/4
<b>Melody</b>	Tune – a combination of pitch and rhythm
<b>Pentatonic</b>	5 note scale
<b>Phrase</b>	Short section of music
<b>Sequence</b>	One after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)