

TLA Music Progression – Year 4

National Curriculum	<ul style="list-style-type: none"> - Sing and play musically with increasing confidence and control. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. 					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Stop!	Christmas Carol Concert	Glockenspiel stage 2	Mamma mia	Lean on me	Reflect, rewind and replay
Key Song(s)	Stop! – Joanna Mangona	Christmas Carol songs	Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito	Mamma Mia - ABBA	Lean on me – Bill Withers	Consolidation of previous songs from across the year
Focus Composers	Musician of the month					
Style of Key Song(s)	Grime	Pop	Mixed Styles	Pop	Gospel	Classical
Knowledge Progression Listening and Appraising Musicianship Singing Composing / Improvising	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics that give a song its style.	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics	To know the main sections of a song (introduction, verse, chorus) To talk about some of the musical characteristics

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	<p>that give a song its style.</p> <p>To name some of the instruments heard in songs.</p> <p>To know how to keep the pulse internally.</p> <p>To discuss my own feelings in response to a song.</p> <p>To understand that composition can be recorded using symbols.</p>	<p>that give a song its style.</p> <p>To talk about the dynamics in a song and where it is used.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To understand that songs can make people feel different things.</p>	<p>To talk about the dynamics and tempo in a song and where it is used.</p> <p>To recognise instruments which might be played in band.</p> <p>To listen to and respect other people's feelings in response to a song.</p>	<p>that give a song its style.</p> <p>To talk about the dynamics, tempo and rhythm in a song and where it is used.</p> <p>To be able to discuss instruments which might be played in a band.</p> <p>To listen to and respect other people's feelings in response to a song.</p> <p>To know what a riff is.</p>	<p>that give a song its style.</p> <p>To talk about the dynamics, tempo, rhythm and texture in a song and where it is used.</p> <p>To recognise instruments which might be played in an orchestra.</p> <p>To understand the difference in texture between a solo singer and a choir when singing.</p> <p>To know that you can use riffs in improvisations and compositions.</p>	<p>that give a song its style.</p> <p>To talk about the dynamics, tempo, rhythm, pitch and texture in a song and where it is used.</p> <p>To be able to discuss instruments which might be played in an orchestra.</p> <p>To know how pulse, rhythm and pitch all work together to make a song.</p> <p>To understand how the texture changes as the group gets larger when singing.</p> <p>To know that you can use riffs heard in other songs in improvisations and compositions.</p>
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<p>Skills progression</p> <p>Listening and Appraising Musicianship Singing Composing / Improvising</p>	<p>To identify some instruments heard in music.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To use musical terminology I have learned when talking about music.</p> <p>To keep the pulse internally.</p> <p>To follow the pulse internally when singing.</p> <p>To use graphic/pictorial notation to record composition in a way which recognises the connection between sounds and symbols.</p>	<p>To discuss how dynamics are used in a song.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To perform in the best place and while sitting or standing appropriately.</p> <p>To enjoy exploring singing solo.</p> <p>To use graphic/pictorial notation to record composition in a way which recognises the connection between sounds and symbols.</p>	<p>To discuss how tempo is used in a song.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To play a part on a tuned instrument either from memory or using notation.</p> <p>To use the musical leader to help me rejoin the song if lost.</p> <p>To make musical decisions about dynamics and tempo when composing.</p>	<p>To discuss how rhythm is used in a song.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To communicate the meaning of words in a song clearly with good articulation.</p> <p>To listen to the rest of the group when singing.</p> <p>To make musical decisions about pulse, rhythm, dynamics and tempo when composing.</p>	<p>To discuss how texture is used in a song.</p> <p>To experience leading playing by making sure everyone plays in the playing section of a song.</p> <p>To rejoin the song if lost through listening to the rest of the group.</p> <p>To make musical decisions about pulse, rhythm, dynamics and tempo when composing.</p>	<p>To discuss how pitch is used in a song.</p> <p>To be able to identify the main sections of a song (introduction, chorus, verse)</p> <p>To rejoin the song if lost through listening to the rest of the group.</p> <p>To make musical decisions about pulse, rhythm, dynamics and tempo when composing.</p>
<p>New Vocabulary</p>	<p>Grime Electronic Instrument names</p>	<p>Catchy Dynamics Solo</p>	<p>Tempo Electric guitar Bass guitar</p>	<p>Rhythm Riff</p>	<p>Gospel Harmony Christian</p>	<p>Pitch</p>

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	Internal		Keyboard Cymbals Band		Texture Violin Cello Flute Clarinet Trumpet Trombone Orchestra	
End point of unit	To perform focus song at the KS2 showcase, including some compositions if appropriate.	To perform at the Christmas Carol concert, including some solos if appropriate.	To perform on glockenspiels at the KS2 showcase, including some compositions if appropriate.	To perform focus song at the KS2 showcase, including some compositions if appropriate.	To perform focus song at the KS2 showcase, including some compositions if appropriate.	To perform focus song at the KS2 showcase, including some compositions if appropriate.