

YEAR 4 MINIMUM EXPECTED STANDARDS

By the end of Year 4 most pupils should be able to:



PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE								
<p>Using their voices:</p> <ul style="list-style-type: none">Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melodySing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)Sing two/three part rounds with more confidence and increasing pitch accuracySing confidently as part of a small group or solo being aware of posture and good diction.Copy short phrases and be able to sing up and down in step independently. <p>Using instruments:</p> <ul style="list-style-type: none">Maintain two or more different ostinato patterns in a small instrumental group against a steady beatPlay music that includes RESTSUse tuned percussion instruments with increasing confidence to accompany songs and improvisePlay by ear – find known phrases or short melodies using tuned instrumentsPlay music in a metre of two or three timeRead and play from some conventional music symbolsCombine instrumental playing with narrative and movementFollow a leader, stopping / starting, playing faster/ slower and louder / quieter.	<p>Explore:</p> <ul style="list-style-type: none">Sounds to create particular effects (timbre)Rhythm patterns in music from different times and places (duration)The pentatonic scalePitched notes that move by steps and/ or leaps to make short phrases/melodiesMusic that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etcCombining and controlling sounds to achieve a desired effectMusic that incorporates effective silences (rests)Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none">A simple rhythmic accompaniment to a song using ostinato patterns and dronesA simple melody from a selected group of notes (i.e. a pentatonic scale)Music that has a recognisable structureA piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effectArrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none">Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)Recognise music from different times and countries identifying key elements that give it its unique sound.Identify repeated rhythmic or melodic phrases in live or recorded musicIdentify whether a song has a verse/chorus or call and response structureIdentify the use of metre in 2 or 3 in a piece of recorded or live musicRecognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.								
		<p>MUSICAL ELEMENTS</p> <table><tr><td>DURATION</td><td>Metre – the organisation of beats</td></tr><tr><td>TEXTURE</td><td>Layers of sound</td></tr><tr><td>TIMBRE</td><td>Different instruments/ tone quality</td></tr><tr><td>PITCH</td><td>Pentatonic scales</td></tr><tr><td>STRUCTURE</td><td>Repetition, verse chorus / call and response, plan</td></tr></table>	DURATION	Metre – the organisation of beats	TEXTURE	Layers of sound	TIMBRE	Different instruments/ tone quality	PITCH	Pentatonic scales
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<ul style="list-style-type: none"> Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<i>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</i>	METRE TEMPO	The organisation of beats into groups The speed of the music