

## Music Progression

<b>Year 4</b>			
	<b>Improvise and Compose</b>	<b>Sing and Play</b>	<b>Listen and Appraise</b>
<b>Term 1</b>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Create short sounds inspired by colours and shapes.</p> <p>Structure musical ideas into a composition.</p> <p>Create and read graphic scores.</p>	<p>Sing in a <i>Gospel</i> style with expression and dynamics.</p> <p>Play a bass part and rhythm ostinato along with <i>This little light of mine</i>.</p> <p>Sing Part 1 of a partner song rhythmically.</p>	<p>Listen and move in time to songs in a <i>Gospel</i> style.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).</p> <p>Talk about the effect of particular instrument sounds (timbre).</p> <p>Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>
<b>Term 2</b>	<p>'Doodle' with voices over the chords in the song.</p> <p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes and short, repeated rhythms.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p>	<p>Sing swung rhythms lightly and accurately.</p>	<p>Listen and identify similarities and differences between acoustic guitar styles.</p> <p>Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>
<b>Term 3</b>	<p>Compose a pentatonic melody.</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>	<p>Sing with expression and a sense of the style of the music.</p> <p>Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.</p> <p>Play an instrumental part as part of a whole-class performance.</p> <p>Sing a part in a partner song, rhythmically and from memory.</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.</p> <p>Watch a film and analyse it in a musical context.</p> <p>Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>

