

## Progression of I will knows: Music

| Year 4                                  | Listening  | Composing   | Performing  | Key knowledge from the unit - end points  |
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| <p><b>Body and tuned percussion</b></p> | <p><i>I will know how to recognise the use and development of motifs in music</i></p> <p><i>I will know how to identify gradual dynamic and tempo changes within a piece of music</i></p> <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to identify scaled dynamics (crescendo/decrescendo) within a piece of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p> <p><i>I will know how to use musical vocabulary when discussing improvements to my own and others' work</i></p> | <p><i>I will know how to compose a coherent piece of music in a given style with voices, bodies and instruments</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition, inversion, and looping</i></p> <p><i>I will know how to create a piece of music with at least four different layers and a clear structure</i></p> <p><i>I will know how to suggest improvements to others work, using musical vocabulary</i></p> | <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to play melody parts on tuned instruments with accuracy and control and develop instrumental technique</i></p> | <p><i>I will know that deciding the structure of music when composing can help me to create interesting music with contrasting sections</i></p> <p><i>I will know that combining different instruments and different rhythms when i compose can create layers of sound we call 'texture'</i></p> <p><i>I will know that a 'loop' in music is a repeated melody or rhythm</i></p> <p><i>I will know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</i></p> |

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| <p><b>Rock and roll</b></p>                        | <p><i>I will know how to recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to identify common features between different genres, styles and traditions of music</i></p> <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p> <p><i>I will know how to use musical vocabulary when discussing improvements to my own and others' work</i></p> |  | <p><i>I will know how to sing songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</i></p> <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to play melody parts on tuned instruments with accuracy and control and develop instrumental technique</i></p> | <p><i>I will know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness</i></p> <p><i>I will know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up and the down again) is common in rock and roll</i></p> <p><i>I will know that playing in time means all performers playing together at the same speed</i></p> <p><i>I will know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed</i></p> |
| <p><b>Changes in pitch, tempo and dynamics</b></p> | <p><i>I will know how to recognise the use and development of motifs in music</i></p> <p><i>I will know how to identify gradual dynamic and tempo changes within a piece of music</i></p> <p><i>I will know how to recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to identify scaled</i></p>  | <p><i>I will know how to compose a coherent piece of music in a given style with voices, bodies and instruments</i></p> <p><i>I will know how to improvise musically within a given style</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition, inversion, and looping</i></p> <p><i>I will know how to use letter name, graphic and rhythmic notation and musical vocabulary to label and record my compositions</i></p> | <p><i>I will know how to sing songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</i></p> <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p>  | <p><i>I will know that when you sing without accompaniment it is called 'A Capella'</i></p> <p><i>I will know that harmony means playing two notes at the same time, which usually sound good together</i></p> <p><i>I will know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with my voice</i></p> <p><i>I will know that 'performance directions' are words added to music notation to tell the performers how to play</i></p>  |

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|   | <p><i>dynamics (crescendo/decelscendo) within a piece of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p> <p><i>I will know how to use musical vocabulary when discussing improvements to my own and others' work</i></p>  |   |   |   |
| <p><b>Haiku music and performance</b></p> | <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p> <p><i>I will know how to use musical vocabulary when discussing improvements to my own and others' work</i></p> | <p><i>I will know how to compose a coherent piece of music in a given style with voices, bodies and instruments</i></p> <p><i>I will know how to improvise musically within a given style</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition, inversion, and looping</i></p> <p><i>I will know how to create a piece of music with at least four different layers and a clear structure</i></p> <p><i>I will know how to use letter name, graphic and rhythmic notation and musical vocabulary to label and record my compositions</i></p> | <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to play melody parts on tuned instruments with accuracy and control and develop instrumental technique</i></p> | <p><i>I will know that a glissando in music means a sliding effect played on instruments or made by your voice</i></p> <p><i>I will know that expressive language (like a poem) can be used as inspiration for composing music</i></p> <p><i>I will know that both instruments and voices can create audio effects that describe something you can see</i></p> <p><i>I will know that grouping instruments according to their timbre can create contrasting 'textures' in music</i></p> |

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| <p><b>Samba and carnival sounds and instruments</b></p> | <p><i>I will know how to recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</i></p> <p><i>I will know how to identify common features between different genres, styles and traditions of music</i></p> <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p>  | <p><i>I will know how to improvise musically within a given style</i></p> <p><i>I will know how to create a piece of music with at least four different layers and a clear structure</i></p> <p><i>I will know how to suggest improvements to others work, using musical vocabulary</i></p>   | <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to play syncopated rhythms with accuracy, control and fluency</i></p>   | <p><i>I will know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythm</i></p> <p><i>I will know that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these</i></p> <p><i>I will know that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms</i></p> |
| <p><b>Adapting and transposing motifs</b></p>           | <p><i>I will know how to recognise the use and development of motifs in music</i></p> <p><i>I will know how to identify gradual dynamic and tempo changes within a piece of music</i></p> <p><i>I will know how to identify common features between different genres, styles and traditions of music</i></p> <p><i>I will know how to recognise, name and explain the effect of the interrelated dimensions of music</i></p> <p><i>I will know how to identify scaled dynamics (crescendo/decrescendo) within a piece of music</i></p> <p><i>I will know how to use musical vocabulary to discuss the purpose of a piece of music</i></p> | <p><i>I will know how to compose a coherent piece of music in a given style with voices, bodies and instruments</i></p> <p><i>I will know how to improvise musically within a given style</i></p> <p><i>I will know how to develop melodies using rhythmic variation, transposition, inversion, and looping</i></p> <p><i>I will know how to use letter name, graphic and rhythmic notation and musical vocabulary to label and record my compositions</i></p> <p><i>I will know how to suggest improvements to others work, using musical vocabulary</i></p> | <p><i>I will know how to sing songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</i></p> <p><i>I will know how to sing and play in time with my peers with accuracy and awareness of my part in the group performance</i></p> <p><i>I will know how to play melody parts on tuned instruments with accuracy and control and develop instrumental technique</i></p> | <p><i>I will know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music, for example, Beethoven's fifth symphony (dah dah dum!)</i></p> <p><i>I will know that 'transposing' a melody means changing its key, making it higher or lower pitched</i></p> <p><i>I will know that a motif can be adapted by changing the notes, the rhythm or the order of notes</i></p>                 |

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|  | <i>I will know how to use musical vocabulary when discussing improvements to my own and others' work</i> |  |  |  |
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