

## Key Learning in Music: Years 3 and 4

Performing	Listening	Creating	Knowledge and Understanding
<ul style="list-style-type: none"> <li>▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>▪ Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>▪ Practise, rehearse and present performances with an awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improvise and develop rhythmic and melodic material when performing.</li> <li>▪ Explore, choose, combine and organise musical ideas within musical structures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyse and compare sounds.</li> <li>▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>▪ Improve their own and others' work in relation to its intended effect.</li> <li>▪ Use and understand staff and other musical notations.</li> <li>▪ Develop an understanding of the history of music.</li> </ul>

Musical Elements						
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
<ul style="list-style-type: none"> <li>▪ Determine upwards and downwards direction in listening, performing and moving.</li> <li>▪ Recognise and imitate melody patterns in echoes.</li> <li>▪ Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>▪ Determine movement by step, by leaps or by repeats.</li> <li>▪ Perform simple melody patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Indicate the steady beat by movement, including during a silence.</li> <li>▪ Respond to changes in the speed of the beat.</li> <li>▪ Respond to the strong beats whilst singing.</li> <li>▪ Use instruments to keep a steady beat.</li> <li>▪ Hold a beat against another part.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise differences in dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the differences between fast and slow tempos.</li> <li>▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and aurally identify the tone colours of instruments.</li> <li>▪ Compare instrumental tone colour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures.</li> <li>▪ Recognise changes in texture.</li> <li>▪ Identify the melodic line in a texture.</li> <li>▪ Recognise rhythm on rhythm in music.</li> <li>▪ Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise call and response form.</li> <li>▪ Differentiate between the contrasting sections of a song.</li> <li>▪ Recognise the difference between the verse and refrain of a song.</li> <li>▪ Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes back to melody A = ABA melody form</i>) form.</li> </ul>
Using Technology Appropriately						