



ESF Progression in Music / Knowledge - Year 4

	Year 4
Musicianship: Understanding Music	I can use body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor in the time signatures of: 2/4, 3/4, 4/4 with greater confidence
	I can talk about the words of a song
	I can find and demonstrate the steady beat
	I can identify 2/4, 3/4 and 4/4 metre
	I can identify the tempo as fast, slow or steady
	I can recognise the style of music I am listening to
	I can discuss the structures of songs
	I can identify: Call and response: A solo vocal or instrumental line and the rest of the ensemble A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme music
Listening: Responding/Analyse	I can explain what a main theme is and identify when it is repeated
	I know and understand what a musical introduction is and its purpose
	I can recall by ear memorable phrases heard in the music
	I can identify major and minor tonality
	I can recognise the sound and notes of the pentatonic scale by ear and from notation
	I can describe legato and staccato
Singing	Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae
	I can rehearse and learn songs from memory and/or with notation
	I can talk about how the songs and their styles connect to the world
	I can sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture
	I can demonstrate good singing posture
	I can demonstrate vowel, blended sounds, and consonants with confidence
	I can sing expressively, with attention to breathing and phrasing
	I can sing expressively with attention to staccato and legato
	I can talk about different style of singing used for different styles of song
	I can identify if it's a male or female voice
	I can talk about the style of the song
	I can start to talk about the style of a song
	I can talk about how the songs and their styles connect to the world
Notation	I can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation
	I can with increasing confidence understand standard notation using crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A B $\flat$ C G A B C D E F $\sharp$ D E F $\sharp$ G A B C
	I can read and responding to minims, crotchets, and quavers
	I can identify a Stave Treble clef and Time signature
Playing Instruments	I can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major
Playing the Recorder	I can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation
Creating: Improvising	I can explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F $\sharp$ A B, D E F G A

Creating: Composing	I can create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)
	I can create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major)
	I can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)
	I can create a simple melody using crotchet and minims: G A G A B G A B D G A B D E Start and ending on the note G (G major)
Performing	I can perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance
	I can explain why the song was chosen, including its composer and the historical and the cultural context of the song
	I can communicate the meaning of the words and articulate them clearly
	I can use the structure of the song to communicate its mood and meaning in the performance
	I can talk about what the rehearsal and performance has taught me
	I can understand how the individual fits within the larger group ensemble
	I can reflect on the performance and how well it suited the occasion
	I can discuss and respond to any feedback, consider how future performances might be different