

(Charanga scheme) Music Progression map – Year 4

| | NC Objective | Prior knowledge and skills | New knowledge and skills |
|-------|---|--|--|
| Aut 1 | <ul style="list-style-type: none"> • Pupils should be taught to: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music | <ul style="list-style-type: none"> • Children can march in time with the pulse. • Children can be an animal to keep the pulse. • Children can be a pop star to keep the pulse. • Children know how to dance and sway to demonstrate the pulse • Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. • Children can sing in two parts confidently | <ul style="list-style-type: none"> • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To understand how pitch, tempo and dynamics create musical expression. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to listen to and appraise live and recorded performances in various genres. |

(Charanga scheme) Music Progression map – Year 4

| | | | |
|-------|--|---|---|
| Aut 2 | | <ul style="list-style-type: none"> • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To understand how pitch, tempo and dynamics create musical expression. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to listen to and appraise live and recorded performances in various genres. | <ul style="list-style-type: none"> • To know how to use musical elements (pitch, tempo and dynamics) to sing with musical expression. • To know how to correctly handle the ukulele • To know the names of the different parts of the ukulele • To know how to listen to the tuning of the ukulele strings. • To know various techniques for playing the ukulele including thumb brush and plucking. |
| Spr 1 | | <ul style="list-style-type: none"> • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to use musical elements (pitch, tempo and dynamics) to sing with musical expression. • To know how to listen to and appraise live and recorded performances in various genres. • To know how to listen to the tuning of the ukulele strings. • To know various techniques for playing the ukulele including thumb brush and plucking. | <ul style="list-style-type: none"> • To know how to combine different rhythms with and without instruments. • To know how to use words to read a rhythm (slug, spider, caterpillar, worm, moth) • To know how to play ostinato rhythms to accompany songs. • To know how to play simple tunes plucked. |

(Charanga scheme) Music Progression map – Year 4

| | | | |
|-------|--|--|--|
| Spr 2 | | <ul style="list-style-type: none"> • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+A+G or C+D+E+G+A (Pentatonic scale) • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to use musical elements (pitch, tempo and dynamics) to sing with musical expression. • To know how to listen to and appraise live and recorded performances in various genres. • To know how to listen to the tuning of the ukulele strings. • To know various techniques for playing the ukulele including thumb brush and plucking. • To know how to combine different rhythms with and without instruments. • To know how to use words to read a rhythm (slug, spider, caterpillar, worm, moth) • To know how to play ostinato rhythms to accompany songs. • To know how to play simple tunes plucked. | <ul style="list-style-type: none"> • To know how to read rhythm cards for initial notation. • To know how to use rhythm cards to make simple compositions. • To know how to work together, sharing ideas, towards a group target. |
|-------|--|--|--|

(Charanga scheme) Music Progression map – Year 4

| | | | |
|-------|--|--|--|
| Sum 1 | | <ul style="list-style-type: none"> • Children can record and begin to evaluate their performance • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+A+G or C+D+E+G+A (Pentatonic scale) • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to use musical elements (pitch, tempo and dynamics) to sing with musical expression. • To know how to listen to and appraise live and recorded performances in various genres. • To know how to listen to the tuning of the ukulele strings. • To know various techniques for playing the ukulele including thumb brush and plucking. • To know how to combine different rhythms with and without instruments. • To know how to play ostinato rhythms to accompany songs. • To know how to play simple tunes plucked. • To know how to read rhythm cards for initial notation. • To know how to use rhythm cards to make simple compositions. | <ul style="list-style-type: none"> • To know how to incorporate musical elements to refine compositions. • To know how to play simple chords to accompany songs. • To know how to listen to and appraise own performance. |
|-------|--|--|--|

(Charanga scheme) Music Progression map – Year 4

| | | | |
|-------|--|---|--|
| Sum 2 | | <ul style="list-style-type: none"> • Children can record and begin to evaluate their performance • Children can compose a simple melody using simple rhythms and use this as part of a performance using C+A+G or C+D+E+G+A (Pentatonic scale) • To know how to establish a pulse by clapping. • To know how to perform repeated ostinato patterns • To know how to sing songs controlling posture, breathing, technique and diction. • To know how to sing a variety of songs including 2-part songs, pentatonic songs, rounds, songs with ostinato patterns. • To know how to sing songs in a variety of forms (binary and ternary). • To know how to use musical elements (pitch, tempo and dynamics) to sing with musical expression. • To know how to listen to and appraise live and recorded performances in various genres. • To know how to listen to the tuning of the ukulele strings. • To know various techniques for playing the ukulele including thumb brush and plucking. • To know how to combine different rhythms with and without instruments. • To know how to play ostinato rhythms to accompany songs. • To know how to play simple tunes plucked. • To know how to read rhythm cards for initial notation. • To know how to use rhythm cards to make simple compositions. • To know how to read simple rhythm notation. • To know how to read treble clef • To know how to play various techniques including shuffle strum • To know how to read simple chord symbols. | <ul style="list-style-type: none"> • To know how to read simple rhythm notation. • To know how to read treble clef • To know how to play various techniques including shuffle strum • To know how to read simple chord symbols |
|-------|--|---|--|