

Interim Expectations

Expected Musical Learning for Lower Key Stage 2 – Year 4

This document provides five progressive teacher statements with supporting pupil statements for each Strand of Musical Learning in Lower Key Stage 2.

At the end of each Key Stage, the teacher and pupils will use the statements below to ensure a full understanding of each **Strand of Musical Learning**. The combined outcome of knowledge from each Strand can be added to the **Assessment Log** by using the shorthand; working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +.

Pupil Statements

The pupil statements match the teacher statements and are written using language that the pupils will understand. Pupil statements are written in *italics* to distinguish them from the rest of this document.

A general “I can” statement will not ensure conceptual understanding or depth of learning, therefore many of the pupil statements ask for a more demanding and thought-through response indicated by phrases such as:

I recognise/can identify these styles because...

The pupil statements can be extracted, or left within their discrete Strand of Musical Learning, and should be used as a focus to reinforce musical learning as appropriate.

This in-depth musical learning sequence will embed over time, developing skills with repetition.

Evidence

Create digital evidence of musical, social and cultural outcomes and upload to the Evidence tab for your class in the ‘My Pupil Groups’ area of ‘My Workspace’ on the Charanga website.

The Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
 - a. Games
 - b. Singing
 - c. Playing Instruments
 - d. Improvisation
 - e. Composition
3. Perform and Share

1. Listen & Appraise

1. Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.

I enjoy listening to a variety of music from all over the world, different times and traditions. I can sometimes place them in their historical context. I am starting to recognise / identify different style indicators and different instruments and their sounds. Here are some examples... (pupil to state some examples).

2. When listening to this music, find and internalise the pulse using movement. Perhaps march, clap, tap your knees - you decide but have fun with this. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse, a different pulse.

I can find the pulse through movement when listening to music. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different.

3. Continue to use correct musical language to describe the music you are listening to and your feelings towards it.

I am using more musical words / language to describe the music we listen to and my feelings towards it. Here are some of the words I have learnt... (pupil to state some examples).

4. Listen, with respect, to other people's ideas and feelings towards the music you have listened to.

I pay attention and concentrate when my friends talk about the music we have listened to. I can comment and discuss respectfully.

5. Discuss other dimensions of music and how they fit into the music you are listening to.

I understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to – I can explain some of these too!

2. Musical Activities

a. Games

1. Find and internalise the pulse through body movement, within the context of the games track being used.

I can find the pulse on my own when listening to a piece of music or with a games track.

2. Build on the understanding that pulse is the foundation of music upon which all the other dimensions are built.

I understand that the pulse is the foundation of all music, it is the musical heartbeat. I can demonstrate this on my own using movement.

3. Understand that through repeated games and activities, depth of learning occurs and that:
 - Pulse is the heartbeat of music, a steady beat that never stops.
 - Rhythm is long and short sounds that happen over that steady beat, the pulse. Recognise / identify rhythmic patterns found in speech – names, words linked to topics. Start to create your own. Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.
 - Pitch is high and low sounds and when added to pulse and rhythm, working together a song is created.

Continue to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities.

I can explain / demonstrate how pulse, rhythm and pitch work together to create a song.

4. Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.

I can make up/improvise my own rhythm and simple melody using my voice.

5. Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music.

I can explain how some of the other dimensions of music are sprinkled through our songs and pieces. Here are some examples using tempo, dynamics, timbre, texture, structure.

b. Singing

1. Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.

Singing with my friends in a group / ensemble / choir is great. I understand that we all need to work together.

2. Understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Keep an open mouth, relaxed jaw and clear pronunciation. All of this keeps our voices safe and therefore the sound will be of a higher quality.

I understand why we warm up our voices. We have to stand up straight to produce a quality sound. We need to breathe properly and pronounce words in the correct style of the song we are singing.

3. Sing songs and melodies and start to consider how the melody and words should be interpreted. Have an understanding of melody and words and their importance. Try to match your performance of the song to how the music sounds ie start to think musically.

The words of the songs that we sing mean something - I need to understand their meaning so that I can perform them properly. It is important to show how I feel when I sing a song.

4. Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm.

I keep the pulse inside of me when I sing and realise that we all need to sing together as an ensemble.

5. Join in and stop as appropriate - follow the leader / conductor confidently.

I find it helpful to follow a leader when I sing. It keeps the group together.

c. Playing Instruments

1. Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks, recorders, or use band instruments if appropriate.

I really enjoy playing an instrument, my instrument is...

I can play tunes and improvise. I have even composed some/a simple melodies / melody.

2. Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.

I can play 'by ear' and when I feel comfortable with the part I have learnt, I can move to a different one. All the parts fit together and they are all important in our ensemble. I feel confident because... (pupil to explain).

3. Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Start to respond to musical cues such as starting and stopping. Learn how to follow a leader / conductor.

I enjoy playing in our band / ensemble. I can start and stop or join in when I'm directed as I watch the leader.

4. Learn to treat each instrument with respect and use the correct techniques to play them.

I look after my instrument and play it thoughtfully. I remember what my teacher has told me about looking after my instrument. My teacher said...

5. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.

I know that sometimes music is written down in the form of notation. I have seen what this looks like - when we play our instrumental parts the teacher will sometimes show us afterwards. Sometimes we write music down using colours, pictures or numbers.

d. Improvisation

1. Continue to explore and create musical sound with voices and instruments within the context of the song being learnt.

I have created simple improvisations with my voice and instrument within a song - I did this in... (pupil to name the unit/song).

2. Deepen your understanding through activity and knowledge about improvisation - you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it becomes a composition.

I understand that when I improvise, I make up my own tune with notes that the teacher gives me. I make up my own rhythms to go with the notes. If we record or write down our tunes in any way, they become compositions and we can play them again with each other.

3. Improvise simple melodies on your own.

I can improvise confidently.

4. Create your own rhythmic patterns that lead to melodies.

I can make up simple rhythmic patterns and then add a melody to it.

5. Continue a differentiated approach to improvisation. Start to perform your own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required. This will create a musical improvisation that makes sense. Integrate a basic knowledge of the interrelated dimensions of music ie how rhythm and tempo are part of the creation. Start to use voice, sounds, technology and instruments in creative ways.

I can improvise using (eg two)... note/s and feel confident doing so. I started with (eg one)... note/s and have now increased to (eg two)... notes.

e. Composition

1. Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.

I can make up/compose my own simple tunes as part of the song we are learning. Sometimes I work on my own and sometimes with a group.

2. Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.

I/We started with two notes and now I am using... (eg three notes) to compose with.

3. Record the composition in any way that is appropriate - using graphic / pictorial notation, using ICT, video or with formal notation.

We record our compositions using... (pupil to state some examples).

4. Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context eg getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo). Describe the quality of sounds and how they are made (timbre).

I can use dynamics to make my composition more interesting to listen to... (pupil to state some examples).

5. Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.

I know there is another language that can be used. I have seen what it looks like and have started to understand how it works.

3. Perform and Share

1. Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.

Working together in an ensemble means we all have different things to do. We have our own responsibilities. We must listen to each other carefully and follow our conductor / leader.

2. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance.

I feel confident and can confidently perform to an audience. I can sing, play my instrument, improvise and play my compositions during the performance.

3. Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.

I can confidently perform what I have learnt in my music lessons. We have performed to an audience and our performance included... (pupil to explain).

4. Practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented. Communicate ideas, thoughts and feelings through simple musical demonstration.

We are aware of our audience when we perform... (pupil to explain how).

5. Watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others.

Watching a recording of our performance, helps us to improve the next one. We enjoy the great moments too! We can improve our performances by... (pupil to explain).