



St James C of E Primary School
Year 4 - Music Learning Passport
Opening doors to our future.

Musical Elements	Key Knowledge	Key Skills
	I know that:	I can:
Tempo	Some music is fast and some is slow	Play and sing at the correct speed
Dynamics	Some music is played loud and some is quiet	Play or sing loudly or quietly including crescendo (getting louder) and diminuendo (getting quieter).
Pulse	Music has a regular beat	Find and keep a steady beat
Rhythm	Music has a pattern made with long and short notes	Repeat a rhythmic pattern using body percussion
Pitch	Music has high and low notes	Repeat a simple melodic pattern using high, low and medium pitches.
Timbre	All instruments including voices have a certain sound quality.	Recognise the sound different instruments make.
Texture	Music has layers of sound that work together to make music interesting.	Identify when more than when one instrument or voice is playing.
Structure	Music has a structure for example verse and chorus.	I can describe the structure of a piece of music.
Key Vocabulary: Duration, tempo, rest, notation, improvise, round, ostinato, drone, texture, structure, stave, minim, crotchet, semibreve.		

Key Person:

Leonard Bernstein
 1918 - 1990)

An American conductor, composer, pianist, music educator, author, and humanitarian. Considered to be one of the most important conductors of his time, he was the first American conductor to receive international acclaim.



© dak



St James C of E Primary School
Year 4 - Music Learning Passport
Opening doors to our future.

Key Areas

Listening

- Think about why a song or piece of music was written
- Identify the type of voice or instruments playing.
- Identify any change in texture
- Identify the tempo as fast, slow or steady and any changes throughout a piece of music
- Identify features of some styles of

Singing

- Show good singing posture.
- Sing in unison with pitching accuracy.
- Sing songs with dynamics.
- Sing expressively with attention to clear diction, breathing and phrasing.
- Talk about how the songs and their styles connect to the world

Notation

- Use symbols to represent high and low, long and short sounds.
- Recognise the stave of five lines, the treble clef and time signature on a piece of written music
- Read and respond to different length notes on a stave
- Read and perform pitch notation within a range of notes

Key Areas

Playing Instruments

- Rehearse and play a simple tune on a glockenspiel by ear or from notation
- Consistently hold a recorder correctly.
- Play notes on the recorder with breath control.
- Rehearse and play a simple tune on a recorder by ear or from notation

Improvising & Composing

- Explore improvising musical patterns using up to five notes on a glockenspiel or recorder. Include smooth (legato) and detached (staccato) articulation
- Compose a simple melody (tune) with up to five notes and write it down using note names or other notation as appropriate.
- Compose music in response to music and video stimulus

Performing

- Prepare and rehearse a song and a musical composition for performance.
- Perform a song for an audience to enjoy. Explain why the song was chosen, including its composer and the historical and cultural context
- Practise and perform simple melodies following staff notation.
- Reflect on a performance and how well it suited the occasion

➤ Consider how future performances could be different