

Musical Outcomes (Year 4 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing songs with a wider range of dynamics, maintaining a good tone quality and posture that promotes breath control	Sing songs with expression in a variety of keys with a range of an octave or more, with accurate tuning and an even tone quality throughout an increasing range	Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance
Playing	Play pieces in multiple parts, listening to and responding to others Perform with a sense of occasion, developing confidence as a performer	Play in a mixed ensemble of classroom percussion instruments and string instruments	Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.
Musical terminology and understanding	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	Perform melodies of up to a fifth from staff notation on tuned percussion	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets
Rhythm and pulse	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time
Improvising and composing	Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to	Compose longer melodies in simple structures such as binary (AB) or ternary (ABA).	Make decisions about dynamics, tempo, timbre and texture when composing
Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary

Non-musical Outcomes (all year groups)

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?