

# Scheme Progression Overview and Outcomes for Year 4 (Lower KS2)

## This document includes:

- Musical learning focus explained for each Unit of Work, year group and end of Key Stage
- An Overview of Expected Learning Outcomes Year 4 (end of year) linked to the relevant Strand of Musical Learning
- Specific Teaching/Learning ideas and their outcomes linked to the relevant Strands of Musical Learning for the year group

## Musical Learning Focus explained for each Unit of Work, year group and end of Key Stage

*Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

— National curriculum in England: music programmes of study, key stage 2

The Musical Learning Focus from each Unit of Work progress to the Expected Musical Learning Outcomes for the End of Year (see in this document). The children will be able to demonstrate their learning as they work towards the End of Key Stage Expectations. Therefore these outcomes will fulfil the End of Key Stage Expectations (see Assessment Framework) which are in line with national attainment targets for music. **(Use the One-page Lesson Plan and please refer to the End of Key Stage Expectations document relevant to your year group from the Assessment Framework.)**

Ofsted have stated that “*We will not always know the learning outcomes*” so segregated learning objectives at the start of each lesson are not appropriate. Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn’t mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

## Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:

- **Ongoing musical learning focus (learning new musical skills/concepts and revisiting them):** Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered too but as options.
- **Unit-specific focus -** Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).

## Units of Work in Year 4 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit-specific Focus
<b>Autumn 1: Mamma Mia</b>	<p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● <b>Games</b> - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>● <b>Singing</b> - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● <b>Playing</b> - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>● <b>Improvisation - option after Step 3</b> - continue to explore and create your own responses melodies and rhythms.</li> <li>● <b>Composition - option after Step 4</b> - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>ABBA's music:</b></p> <ul style="list-style-type: none"> <li>● Mamma Mia by ABBA</li> <li>● Dancing Queen by ABBA</li> <li>● The Winner Takes It All by ABBA</li> <li>● Waterloo by ABBA</li> <li>● Super Trouper by ABBA</li> <li>● Thank You For The Music by ABBA</li> </ul>
<b>Autumn 2: Glockenspiel Stage 2</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b></p> <p><b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> </ul> <p><b>Perform/Share</b></p>	<p>Playing the glockenspiel. The language of music.</p>
<b>Spring 1: Stop!</b>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b></p> <p><b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p>Grime, Writing Lyrics.</p> <p><b>Mixed styles:</b></p> <ul style="list-style-type: none"> <li>● Stop! By joanna mangona (Grime)</li> <li>● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>● Radetzky March by Strauss (Classical)</li> <li>● Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop)</li> <li>● Libertango by Astor Piazzolla (Tango)</li> <li>● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</li> </ul>

<p><b>Spring 2: Lean On Me</b></p>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - option after Step 3</li> <li>● Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p><b>Gospel/links to Religious music:</b></p> <ul style="list-style-type: none"> <li>● Lean On Me by Bill Withers (Soul)</li> <li>● Lean On Me by The ACM Gospel Choir (Gospel)</li> <li>● Shackles by Mary Mary (Gospel)</li> <li>● Amazing Grace by Elvis Presley (Gospel)</li> <li>● Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical)</li> <li>● He Still Loves Me by Walter Williams and Beyoncé (Gospel)</li> </ul>
<p><b>Summer 1: Blackbird</b></p>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities - a new activity is added until Step 4:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation - option after Step 3</li> <li>● Composition - option after Step 4</li> </ul> <p><b>Perform/Share</b></p>	<p>The Beatles and the development of pop music  The Civil Rights Movement.</p> <p><b>The Beatles songs:</b></p> <ul style="list-style-type: none"> <li>● Blackbird by The Beatles</li> <li>● Yellow Submarine by The Beatles</li> <li>● Hey Jude by The Beatles</li> <li>● Can't Buy Me Love by The Beatles</li> <li>● Yesterday by The Beatles</li> <li>● Let It Be by The Beatles</li> </ul>
<p><b>Summer 2: Reflect, Rewind and Replay</b></p>	<p><b>Listen &amp; Appraise (descriptions for all strands as above)</b>  <b>Musical Activities:</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p><b>Perform/Share</b></p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

## Overview of Expected Learning Outcomes in Year 4: 1. Listen & Appraise

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y4 KS2/ages 8-9	Expectations for the end of Lower KS2	Charanga Response to assessing end of Lower KS2 Expectations
<b>Listen &amp; Appraise</b>	<i>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</i>	The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language	Children will be taught to: <ul style="list-style-type: none"> <li>● <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></li> <li>● <i>Develop an understanding of the history of music.</i></li> </ul>	See 'End of Key Stage Expectations' document in the Assessment Framework.

## Specific Teaching/Learning and Outcomes for Year 4: 1. Listen & Appraise

<b>Listen &amp; Appraise:</b> Charanga Musical School response for Year 4 Lower KS2/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language	Continue to encourage the children to have fun and enjoy listening to a wide range of different styles of music. They will begin to recognise these basic style indicators. <b>Styles include:</b> ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. <ul style="list-style-type: none"> <li>● Have fun listening to a wide range of different styles of music.</li> <li>● Find the pulse together and start to understand what pulse is/does/means etc.</li> <li>● Encourage listening with increasing concentration and with a deeper focus.</li> <li>● Continue to learn to recognise different instruments.</li> <li>● Continue to learn to recognise style indicators</li> <li>● Use correct musical language more confidently and consistently during discussion and when describing feelings.</li> <li>● Talk about the music and how it makes us feel in greater depth. Continue to aim to use accurate musical language during discussion and when describing feelings.</li> <li>● Discuss and understand how other simple dimensions of music fit with each other and within the music.</li> </ul>	The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. <b>Styles include:</b> ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. <ul style="list-style-type: none"> <li>● Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc.</li> <li>● They will continue to recognise the sound of the musical instruments used and basic musical structure.</li> <li>● The children will continue to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</li> <li>● The purpose of the song and context within history.</li> <li>● Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure.</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify basic musical styles through learning about their style indicators and the instruments played.</li> <li>2. Find the pulse, the steady beat to the music they are listening to and understand what that means.</li> <li>3. More consistently use accurate musical language to describe and talk about music.</li> <li>4. Listen to other ideas about music, respect those ideas and feelings.</li> <li>5. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>

## Overview of Expected Learning Outcomes in Year 4: 2. Musical Activities

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y4 KS2/ages 8-9	Expectations for the end of Lower KS2	Charanga Response to assessing end of Lower KS2 Expectations
<p><b>Musical Activities:</b></p> <p><b>a. Games</b>  <b>b. Singing</b>  <b>c. Playing</b>  <b>d. Improvisation</b>  <b>e. Composition</b></p>	<p><i>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</i></p> <p><i>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	<p>a. <b>Games:</b> Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p>b. <b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p> <p>c. <b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p>d. <b>Improvisation:</b> Continue inventing musical ideas within improvisation.</p> <p>e. <b>Composition:</b> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></li> <li>● <i>Play tuned and un-tuned instruments musically.</i></li> <li>● <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i></li> <li>● <i>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</i></li> </ul>	<p>See 'End of Key Stage Expectations' document in the Assessment Framework.</p>

## Specific Teaching/Learning and Outcomes for Year 4: 2.Musical Activities a. Games

<b>Musical Activities - a. Games:</b> Charanga Musical School response for Year 4 Lower KS2/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.	<p><b>Warm-up Games</b></p> <ul style="list-style-type: none"> <li>● Lead the group through the differentiated Bronze, Silver and Gold Warm-up Games Challenges: Rhythm copy back - progress from teacher to pupil-led games.</li> <li>● Pitch copy back - using voices then instruments. Only one or two notes dependent on ability and song.</li> <li>● Build on the understanding through this activity that pulse is the foundation of music upon which the other dimensions are built.</li> <li>● Understand, with greater depth, how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul> <p><b>Flexible Games</b></p> Flexible Bronze, Silver and Gold Challenges are available for extension work.	Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Through fun, repetition and the song they are learning: <ul style="list-style-type: none"> <li>● Pulse - a steady beat.</li> <li>● Rhythm - copy simple patterns and see how they work with pulse.</li> <li>● Pitch - what it is, to copy it and to warm up their voices.</li> <li>● Progress through the differentiated Bronze, Silver and Gold Challenges.</li> <li>● Rhythm copy back - progress from teacher to pupil-led games.</li> <li>● Pitch copy back - using voices then instruments; one or two notes dependent on ability and song.</li> <li>● Build on the understanding that pulse is the foundation of music upon which the other dimensions are built.</li> <li>● Understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.</li> </ul>	<ol style="list-style-type: none"> <li>1. Find and internalise the pulse on your own and stay in time.</li> <li>2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse.</li> <li>3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time.</li> <li>4. Clap/play simple rhythms/copy one-two note pitches confidently and create their own rhythm when asked. Lead others if asked.</li> <li>5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>

## Specific Teaching/Learning and Outcomes for Year 4: 2.Musical Activities b. Singing

<b>Musical Activities - b.Singing:</b> Charanga Musical School response for Year 4 Lower KS2/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.	<ul style="list-style-type: none"> <li>● Work through the vocal warm-ups, revisiting how and why we warm up our voices and bodies to get a good quality sound and projection.</li> <li>● Support the children to learn to sing each song, stressing the need to interpret it, sing with good diction, a good sense of pulse and rhythm, listening carefully to copy the example.</li> <li>● Revisit the importance of working together as a group and how the performance is better when everyone works together.</li> </ul>	Sing in tune within a limited pitch range and continue to understand in greater depth: <ul style="list-style-type: none"> <li>● 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.</li> <li>● How important it is and why we warm up our voices, posture, breathing and voice projection.</li> <li>● How to join in and stop as appropriate - continue to follow a leader/conductor confidently.</li> <li>● How melody and words should be interpreted.</li> </ul> Try to match your performance of the song to how the music sounds ie start to think musically. <ul style="list-style-type: none"> <li>● How to sing with good diction.</li> <li>● How to perform with a good sense of pulse and rhythm.</li> </ul>	Sing in tune within a limited pitch range and continue to understand: <ol style="list-style-type: none"> <li>1. How to work together as part of a group and with their friends, developing the confidence to sing alone.</li> <li>2. The importance of warming up their voices and to establish a good singing position.</li> <li>3. How to perform a song stylistically and as musically as you can.</li> <li>4. How to sing with a good sense of the pulse internally and sing together and in time with the group. Perhaps sing in two parts.</li> <li>5. How to follow a leader/conductor with confidence.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>



## Specific Teaching/Learning and Outcomes for Year 4: Musical Activities c. Playing Instruments

<b>Musical Activities - c. Playing Instruments:</b> Charanga Musical School response for Lower KS2 Year 4/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
<p>Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p>	<ul style="list-style-type: none"> <li>● Revisit how to set up and play classroom percussion instruments and explain how to treat instruments with respect. Children may have brought a band/orchestral instrument to the lesson - give them the appropriate instrumental part.</li> <li>● Teach the appropriate instrumental part by ear (sound-before-symbol) but add the link to notation if appropriate.</li> <li>● Practise the instrumental parts and decide - when everyone is confident enough - to add them to the song. Play and move between differentiated parts with a sound-before-symbol approach and according to ability. Utilise the instrumental parts if appropriate.</li> <li>● Stress the importance of working together as part of a group and how the musical outcomes are of higher quality when everyone works together.</li> </ul>	<p>In greater depth:</p> <ul style="list-style-type: none"> <li>● Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate.</li> <li>● Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.</li> <li>● Treat each instrument with respect and use the correct techniques to play them.</li> <li>● Continue 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 if appropriate.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to play a classroom instrument as part of a group/ensemble and as part of the song you are learning. Play with more knowledge, confidence and ease.</li> <li>2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate.</li> <li>3. Continue to respond to basic musical cues from the leader/conductor. Follow the leader confidently.</li> <li>4. Continue to treat your instrument with respect and care and to play it correctly.</li> <li>5. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with notation if appropriate.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>

## Specific Teaching/Learning and Outcomes for Year 4: 2.Musical Activities d. Improvisation

<b>Musical Activities - d. Improvisation:</b> Charanga Musical School response for Lower KS2 Year 4/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Continue inventing musical ideas within improvisation.	<ul style="list-style-type: none"> <li>● Create a safe learning environment that gives the children confidence in using their voices and musical instruments to become ready to start improvising. Set boundaries by giving the children the notes they can use..</li> <li>● Join in the improvisation activities with the children. Using the differentiated improvisation challenges in the Year 4 units, you will guide the children through the fundamentals of improvisation. Their skills will build over time through repetition and learning in greater depth.</li> <li>● Guide the children through the differentiated Bronze, Silver and Gold Challenges in the Year 4 Units of Work:               <ul style="list-style-type: none"> <li>○ Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>○ Play and Improvise - using instruments, invent a musical answer using one, two or three notes.</li> <li>○ Improvise! - using three notes on instruments.</li> </ul> </li> </ul>	Progress through the differentiated Bronze, Silver and Gold Challenges: <ul style="list-style-type: none"> <li>● Sing, Play and Copy back - clapping progressing to using instruments.</li> <li>● Play and Improvise - using instruments. Invent a musical answer using one, two or three notes.</li> <li>● Improvise! - using up to three notes on instruments. Listen to each other's musical ideas.</li> <li>● To listen and copy musical ideas by ear (rhythmic or melodic).</li> <li>● To create musical rhythms and melodies as answers as part of a group and as a soloist.</li> <li>● To respect each other's musical ideas and efforts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</li> <li>2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</li> <li>3. Continue to improvise using very simple patterns on your instrument and/or voice.</li> <li>4. Continue to create your own simple rhythmic patterns that lead to melodies in a group or a solo situation.</li> <li>5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using two notes with confidence.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>

## Specific Teaching/Learning and Outcomes for Year 4: 2.Musical Activities e. Composition

<b>Musical Activities - e.</b> <b>Composition:</b> Charanga Musical School response for Lower KS2 Year 4/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
<p>Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p>	<p>Create a safe learning environment that gives the children confidence in using their voices and musical instruments. Continue experimenting as composers.</p> <ul style="list-style-type: none"> <li>● Remind the children of the boundaries to support them - the selected notes on the composing activity.</li> <li>● It may be easier to start with two notes, then three notes etc and build up to the full number suggested.</li> <li>● Continue to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class. Listen to each idea and talk/discuss it.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.</li> <li>● Listen to the sound of the composition as it unfolds and make decisions about it.</li> <li>● Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</li> <li>● Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.</li> <li>● Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</li> </ul>	<p>Compose a section of music that can be added to a performance of a song.</p> <ol style="list-style-type: none"> <li>1. Continue to create your own more complex melodies (usually in a group) within the context of the song that is being learnt.</li> <li>2. Move beyond composing using two notes, increasing to three notes if appropriate.</li> <li>3. Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT.</li> <li>4. Musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo).</li> <li>5. Continue to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>

## Overview of Expected Learning Outcomes in Year 4: 3. Perform/Share

Strand of Musical Learning	National Curriculum Expectations for all pupils	Charanga Response for Y4 KS2/ages 8-9	Expectations for the end of Lower KS2	Charanga Response to assessing end of Lower KS2 Expectations
<b>Perform/Share</b>	<p><i>Perform, understand and explore how music is created, produced and communicated.</i></p> <p><i>Have the opportunity to progress to the next level of musical excellence.</i></p>	Perform together in an ensemble/band.	Children will be taught to: <ul style="list-style-type: none"> <li>● <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i></li> <li>● <i>Play tuned and un-tuned instruments musically.</i></li> </ul>	See 'End of Key Stage Expectations' document in the Assessment Framework.

## Specific Teaching/Learning and Outcomes for Year 4: Perform/Share

<b>Musical Activities - Perform:</b> Charanga Musical School response for Lower KS2 Year 4/ages 8-9	<b>Teaching Overview Y4/ages 8-9</b> <b>What the teacher will do</b> (refer to Activity Manual and lesson documentation/plans)	<b>Learning Overview Y4/ages 8-9</b> <b>What the children will learn</b> (refer to Activity Manual and lesson documentation/plans)	<b>Five Expected Musical Learning Outcomes</b> <b>Y4/ages 8-9.</b> These outcomes lead to the End of KS Expectations (see Assessment). Children will demonstrate their learning as they work towards them.
Perform together in an ensemble/band.	<ul style="list-style-type: none"> <li>● Discuss with the class how the performance will be structured:                             <ul style="list-style-type: none"> <li>○ When will they add their own composed or improvised sections?</li> <li>○ When will they play their instruments?</li> <li>○ Who will sing in each section of the song?</li> </ul> </li> <li>● Discuss working together in a team/ensemble                             <ul style="list-style-type: none"> <li>○ Talk about the audience and their needs during a performance.</li> <li>○ What about practice? Why do we practise?</li> </ul> </li> <li>● Record your practice and performance to learn about and discuss.</li> <li>● Rehearse with the class and together, suggest and discuss improvements.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance.</li> <li>● Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence.</li> <li>● Do all of this in front of an audience with more understanding of their needs.</li> <li>● Learn about performance skills and building confidence.</li> <li>● Understand in more depth about practice and why we do it.</li> <li>● Record your performance and learn from watching it back.</li> </ul>	<ol style="list-style-type: none"> <li>1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance.</li> <li>2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence and accuracy as possible.</li> <li>3. Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</li> <li>4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration.</li> <li>5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.</li> </ol> <p>(See 'End of Key Stage Expectations' documents.)</p>