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Unit Progression : Year 4

Unit 1: Create And Notate (featuring You Can See It Through)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Copy and improvise short melodic phrases. 2. Compose a short structured piece using Music Explorer.	I can create and play short musical phrases using five notes of a pentatonic scale. I can use Music Explorer to create a composition with a structure. I can make decisions about the overall structure of my improvisations/compositions, using techniques such as repetition.	Does the composition have a clear, structured form? Look for the use of repetition or a specific beginning, middle, and end that suggests a planned musical journey rather than random notes. To what degree did the pupil show confidence when creating melodic phrases on the spot? Assess their ability to maintain a steady rhythm and "conversation" between phrases during the improvisation tasks. How independently did the pupil use Music Explorer to modify pitch and arrange their composition? Note their ability to navigate the tool to refine their ideas before the final performance. During the final performance, how successfully did the pupil combine their digital composition with live vocal parts? Observe their ability to stay in time and manage both elements simultaneously. Based on their "one new thing learned" and their peer feedback, how well can the pupil identify their own strengths? Evaluate their ability to ask a relevant question about composition that shows a desire to improve their technical skills.	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ● Dynamics, Timbre, Texture, ● Tempo, ★ Structure
			● Singing	● Singing / Chanting Rapping
			● Instrumental Practice	Handheld percussion Glockenspiel Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			★ Improvise	Rhythmic Melodic
			★ Compose	★ Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

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Unit 2: Singing And Traditions (featuring The King Of All Polar Bears and Five Gold Rings)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching. 2. Understand contrasting traditions and stories.	I can sing a 2-part song with accurate pitch and timing. I can perform a melody or duet with clear accompaniment. I can listen carefully and adjust my voice to blend with others. I can identify and describe contrasting musical traditions and stories. I can reflect on how different songs express culture and meaning.	How accurately do children maintain their part in a **2-part song or duet**? Do they stay in tune most of the time? All of the time or not at all when singing against a contrasting melody or accompaniment? Can children adjust their vocal volume and tone to **blend** with the group? Can the pupil identify and describe the **musical traditions** or stories behind the songs? Are the children singing with clear **diction** and appropriate **posture**? Do they sing with expressions and communicate the emotional impact of the lyrics? Can the children reflect and identify specific improvements in their vocal technique or their understanding of the song's emotional impact.	★ Focused Listening	★ Connection & Reaction Evaluation & Analysis
			★ Musical Elements	● Pulse, Rhythm, ★ Pitch, Dynamics, Timbre, ● Texture, Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 3: Recycling Songs (featuring Plastic)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Compose and perform an original song about plastic pollution using researched facts, with clear lyrics, rhythm, and expressive dynamics. 2. Collaborate in groups to create a structured song and confidently record and present the performance using digital tools.	I can research a topic and summarise key facts for a song. I can compose lyrics that communicate a meaningful message. I can perform a song with expression and dynamics. I can collaborate in a group to create musical sections. I can record and share my creative work confidently.	Are children confident in creating lyrics that match the theme they have been researching? Can the children explain how their song communicates a meaningful message? Can the children talk about how their group planned and connected different musical sections, such as the transition from a verse to a clear, catchy chorus. Can everyone maintain a steady pulse while singing or rapping? And deliver lyrics with clear **phrasing** and rhythmic precision, ensuring the message is easy for the audience to follow. Can children use **dynamics** (volume changes) to emphasise the urgency of the plastic pollution message? Look for intentional contrasts between quiet, reflective verses and powerful, expressive choruses. How confidently did everyone use digital tools to record and share their work? Can the children identify what they did well and one specific area (e.g., pitch, timing, or clarity) they would improve next time.	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, Pitch, ★ Dynamics, Timbre, Texture, Tempo, Structure
			★ Singing	★ Singing / Chanting ★ Rapping
			Instrumental Practice	Handheld percussion Body percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 4: Exploring Musical Contrasts (featuring Let Your Spirit Fly)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Develop instrumental and ensemble skills by performing vocal and instrumental parts with control of pitch, rhythm, dynamics, and contrasts such as staccato/legato and crescendo/ decrescendo. 2. Compose and interpret musical ideas by improvising and layering parts that convey emotion and maintain ensemble cohesion.	I know that forte means loud, piano means quiet, staccato means short, and legato means smooth. I can play instruments confidently, using tuned and untuned parts. I can identify and perform musical contrasts in pitch, dynamics, and articulation. I can sing the main and second vocal parts accurately and with expression. I can keep my own line whilst others play different parts. I can play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.	Are the children keeping a steady pulse using movement or body percussion? Are children accurate when singing or humming back melodic phrases? Do they sing and play in time? Can children identify musical contrasts? Do the parts blend and balance in paired or group drone work? Use quick reflection prompts: “How did you change your sound today?” “What helped you stay in time?” Are they developing peer feedback skills?	● Focused Listening	Connection & Reaction ● Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, Timbre, ● Texture, ● Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion ★ Glockenspiel ★ Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			● Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 5: FX Sound Effects (featuring YuStudio Underwater Project)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Use sound effects to add drama and realism to a film clip. 2. Begin to make compositional decisions, considering mood, timing, and narrative impact.	I can choose and perform sound effects to enhance a video scene. I can record natural or digital sounds and layer them to create a dramatic effect. I can experiment with timing, volume, and texture to match actions on screen. I can collaborate with others to create a cohesive soundscape. I can evaluate my sound effects and make adjustments to improve mood and realism.	Can children successfully match sound to action? Develop probing questions **such as** • "What happens if we remove this sound?" Develop **Peer Feedback** starters "I liked this sound because..." • "It felt more dramatic when..." • "I think it would be better if..." Link to the I Can Statements. Does the project include purposeful layering, clear timing, balanced sound levels, thoughtful refinement decisions Can the children discuss "What decision made the most significant difference?"	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			★ Notation	★ Symbolic ★ Rhythmic ★ Melodic
			★ Improvise	★ Rhythmic ★ Melodic
			★ Compose	Music Explore Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 6: Round And Round (featuring Frere Jacques and Row Row Row)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics. 2. Perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.	I can sing songs and rounds with small and large pitch leaps. I can maintain accurate pitch and rhythm and use dynamics when performing with others. I can listen to my classmates and adjust my singing to blend in an ensemble. I can perform songs confidently to an audience. I can reflect on my performance and suggest ways to improve.	Don't let children plug their ears to avoid hearing another part singing something different from their part. It's important to learn to sing a part whilst hearing how it sounds within the whole ensemble mix. Can children recognise and copy **stepwise movement** in melodies? Are children confident to sing **in unison** before attempting rounds? Can children start on the right notes? Can children maintain their own part while singing against another group? Who can explain some performing and musical decisions, e.g. where to stand?	Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, Dynamics, Timbre, ● Texture, Tempo, ● Structure
			Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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