



Goldenhill Primary Academy

Curriculum Assessment Record



Year group:	4	
Subject:	Music	
Unit:	Body and Tuned Percussion (Rainforests)	
Key Learning intentions	Expected Standard	Higher Standard
Identifying structure and texture in music.	Being able to identify the structure of the piece and having some idea as to when there was one layer and when there were two. Knowing what body percussion is. Identifying the different sections in a piece of music and how many layers there are in a piece of music.	Accurately being able to identify how many layers were in each short section and what was happening. Knowing that structure means the organisation of the music into sections. Knowing that texture means how many different layers of music there are playing at a time.
Using body percussion.	Playing the sequence in the correct order in time with their partner. Describing a piece of music, referring to: tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece). Creating one line of my own sequence using a 'stamp'.	Creating a challenging and original sequence using the stamp and playing at a faster tempo. Using body percussion to perform a boom clap click sequence and play in time with my partner. Recording my rhythm using symbols or words.
Creating musical rhythms using body percussion.	Having two contrasting rhythms being played together. Knowing that there are four layers of the rainforest. Using body percussion to make two different rhythms to represent the 'forest floor' and 'understory' layers of the rainforest. Considering the overall structure and texture of the rhythms when they are put together.	Contrasting rhythms played in time with each other with some attention to each other's performances. Considering the movement of the animals that live in each layer when making my rhythms. Recording my rhythm using symbols or words.
Creating simple tunes	"Having two melodies which are different. Knowing that a 'repeated melody' or a 'loop' is something which keeps repeating. Working with a partner and use tuned percussion instruments to create a short melody line. Deciding which melodies are most appropriate for each layer and record them.	Having two melodies which sound musically nice together. Considering the movement of the different animals within the layers of the Rainforest and how this affects the pitch and tempo of my melodies

Building and improving a composition.	"Having a completed piece of music with four different layers with an appropriate structure. Playing in time with my group and playing my part of the composition accurately. Offering suggestions for improvements considering rhythm and melody.	"Interesting structure and texture and use of dynamics. Working as part of a group to build the structure of our rainforest inspired composition by considering: the best way to start and end; tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece).
Working Towards	Expected Standard	Higher Standard



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Year group:	4	
Subject:	Music	
Stand:	Changes in pitch, tempo and dynamics	
Key Learning intentions	Expected Standard	Higher Standard
Singing accurately in two parts using expression and dynamics.	"Singing in tune with developing breath control and in harmony with others. Adding relevant dynamics to their singing.	"Singing the harmony line with confidence and accuracy. Singing with developing breath control and vocal focus. Singing songs and playing pieces in two parts showing understanding of how the harmonies fit together.
Recognising and identifying key elements of music.	Explaining how the music makes them feel with some use of musical terminology to explain that.	"Using a range of musical terminology to describe and explain what they can hear and how it makes them feel. Identifying the mood of the music.
Knowing what an ostinato is and performing a vocal ostinato	Performing a vocal ostinato in time and knowing when it might be used. Listening to other members of their group as they perform. Listening for their cue to improve their work.	"Directing their group, helping to keep everyone in time. Offering suggestions to improve their work. Suggesting different ways of ending their ostinato.
"Creating and performing an ostinato.	"Creating a simple ostinato and representing it on paper so that they can remember it and playing it in time.	"Creating an ostinato which clearly depicts the section of the river they were focusing on.
Improving and performing a piece of music based around ostinatos.	"Having created and performed a piece with a variety of ostinatos.	"Performing their work with relevant dynamics and tempo to depict the main sections of the river. Taking on board suggestions from others in their group.
Working Towards	Expected Standard	Higher Standard



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Year group:	4	
Subject:	Music	
Stand:	Samba and carnival sounds and instruments (South America)	
Key Learning intentions	Expected Standard	Higher Standard
Recognising and identifying the main features of samba music.	The ability to explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Knowing what samba music is and where it comes from.	The ability to specify that the music is loud, with lots of percussion and fairly fast and has a thick/complex texture and lots of parts. Understanding why samba music is used. Identifying the main features of samba music.
Understanding and playing syncopated rhythms.	"Being able to clap on the off beat (the and of each beat) and being able to play a syncopated rhythm in time. Recognising the on beat.	"Keeping in time with others and keeping a steady pulse whilst playing a syncopated rhythm.
Playing syncopated rhythms as part of a group.	"Playing their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).	"Playing their rhythm independently in time with the pulse, identifying errors in their own performance and trying to self correct.
Composing a basic rhythmic break.	"Playing their break in time with the rest of their group and playing in the correct place in the piece. Composing a simple break.	"Leading and guiding the composition of the break. Playing a syncopated rhythm.
Performing rhythmic breaks within the samba piece.	Playing in time and with confidence; accurately playing their break. Playing at the correct time within a group.	"Leading their section when performing their break; self correcting if they are playing out of time.
Working Towards	Expected Standard	Higher Standard



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Curriculum Assessment Record

Year group:	4	
Subject:	Music	
Stand:	Adapting and transposing Motifs (The Romans)	
Key Learning intentions	Expected Standard	Higher Standard
Singing in tune and in time with other people and a backing track.	Learning a new song, singing in time and in tune while following the lyrics. Following or remembering the lyrics and following the tune.	"Quickly picking up the tune and remembering the lyrics as well as using musical vocabulary to describe both the music of the song and the features of the performance that need improving.
Understanding what a musical motif is.	Identifying motifs aurally and playing a repeated pattern on a tuned instrument. Explaining what a motif is. Hearing and recognising a motif in a piece of music	"Identifying and articulating the development of motifs as well as their ability to play the motifs accurately by sight. Playing a motif on a tuned instrument.
Composing and notating a motif.	Creating and performing a motif, notating it with reasonable accuracy. Using graphic notation to record my motif.	"Writing their motif down using staff notation and, if they have one, playing their motif on their own instrument. Recognising standard rhythmic notation.
Developing and transposing a musical motif.	"Transposing (changing the key of) their motif, using sharp or flat notes where necessary and changing the rhythm.	Reversing the rhythm in their motif as well as transposing it using sharp and flat notes. Adapting their motif (by changing notes, the rhythm or reversing the order).
Combining and performing different versions of a musical motif.	"Combining different versions of a musical motif and performing as part of a group using musical notation.	"Combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other.
Working Towards	Expected Standard	Higher Standard

