

| Subject: Music Year 4 | | | | |
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| What are the aims and intentions: That all the children: | | | | |
| <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • listen with attention to detail and recall sounds with increasing aural memory | | | | |
| Term: | Topic: | Knowledge | Skills: | Key Questions |
| Autumn | <u>Autumn 1</u> Pulse Mamma Mia . <u>Autumn 2</u> Rhythm Glockenspiel Stage 2 | <p>On a tuned instrument keep a steady pulse in: 2/4, 3/4, and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany</p> <p>Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests.</p> | | |
| | Key Vocabulary | rhythm, pulse, syllables, tempo, crotches, quavers. | | |
| | | Cultural Capital: Durham Big sing, Christmas carols | | |
| Spring | <u>Spring 1</u> Melody and notation. Stop! <u>Spring 2</u> Active Listening Lean on me | <p>Perform from and compose using 5 pitched notes (or 4 chords)</p> <p>Compare pieces of music in different traditions, perform music heard orally that contains 2 plus different parts at the same time</p> | <p>Notation</p> <ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. <p>Listening</p> | <p>Listening</p> <p>Can they explain the place of silence and say what effect it has?</p> <p>Can they start to identify the character of a piece of music?</p> <p>Can they describe and identify the different purposes of music?</p> <p>Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</p> |

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| | | | Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. | |
| | Key Vocabulary | Stave, clef, pitch, melody, notation, higher, lower, quavers, crotchets. | | |
| | | Cultural Capital: | | |
| Summer | <p><u>Summer 1</u> Composing and improvising. Blackbird</p> <p><u>Summer 2</u> Performing. Reflect, Rewind and Replay</p> | <p>Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns around 4 bars.</p> <p>Perform 5 plus note melodies or 4 plus chords and more complex rhythms on tuned instruments</p> | <p>Improvising.</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. <p>Composing</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. <p>Performing</p> <ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts | <p>Composing</p> <p>Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?</p> <p>Performing</p> <p>Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns?</p> |
| | Key Vocabulary | Notation, rhythmic, melody, accompaniment, static, bars, compose, improvise, perform, | | |

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