

Music Curriculum Year 4

Throughout the Year	
Wellbeing – singing and playing instruments is good for our wellbeing	
Possibilities – careers linked to music-performance, sound engineers, lighting etc.	
Key Knowledge	Skills
<u>Listen and Appraise</u> To know 5 songs off by heart and who sang or wrote them To know the style of the five songs To choose one song and be able to talk about its lyrics, dimensions, sections and instruments used	confidently identify and move to the pulse talk about the musical dimensions working together talk about the music and how it makes them feel talk using the voice of a musician
<u>Singing</u> To know and be able to talk about <ul style="list-style-type: none"> • Singing in a choir • The leader or conductor • How songs make you feel different emotions • How in an ensemble you have to listen to each other • Why you have to warm up your voice 	Sing in unison and in two simple parts Demonstrate a good posture Follow a leader Be happy singing solo Being aware of singing in tune Listening to the groups when singing Re-joining the song when lost
<u>Playing</u> To know and be able to talk about the instruments used in class and identify some in an orchestra	Treat instruments carefully and with respect Play a tuned instrumental part from memory or using notation Rehearse and perform a part Listen to and follow musical instructions from a leader Experience leading the playing
<u>Rhythm</u> To know how to find and demonstrate the pulse To know the difference between pulse and rhythm To know how pulse, rhythm and pitch work together to create a song	Through the progressive warm up Games and Challenges that embed pulse, rhythm and pitch
<u>Composition</u> To know that composing is like writing a story with music To know that there are different ways of recording compositions(letter names, symbols, audio etc.	Help to create melodies using 1,3 or 5 different notes Plan and create a section of music and talk about how it was created Listen and reflect and make conscious decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in a variety of ways
<u>Improvisation</u> To know that improvisation means making up your own tunes To know that when someone improvises that they make up their own tune and that it has never been heard before	To clap and improvise To sing, play and improvise Take it in turns to improvise using one or two notes

<p>To know that everyone can improvise and it can involve one or more notes</p> <p>To know that using one or two notes confidently is better than using many</p> <p>To know that if you improvise you cannot make a mistake</p> <p>To include riffs heard in other songs</p>	
<p><u>Performance</u></p> <p>To know that a performance is sharing music with other people called an audience</p> <p>To know that a performance can be a special occasion</p> <p>To know that words or raps must be clear</p> <p>To know it involves communicating feelings about the music</p> <p>To plan for different occasions</p>	<p>Choose a song learnt and perform it</p> <p>Add own ideas</p> <p>Record and reflect on the performance</p> <p>Think about the best place to be when performing</p>

Unit 1 –Mamma Mia

<p>Objectives</p> <p>To continue to learn about the genre of pop</p>	<p>Key knowledge and learning</p> <p>Identifying structure- including bridge</p> <p>Finding the types of instruments and the range of voices</p> <p>Looking at the pulse and being aware of tempo changes and dynamics</p> <p>Music of Abba</p> <p>Colonel Bogey</p> <p>Ain't no mountain High Enough</p> <p>You're my First, Last and Everything</p>	<p>Core Vocabulary</p> <p>Structure, introduction, verse, chorus, improvise, compose</p> <p>pulse, rhythm, compose, perform, dynamics, tempo</p> <p>hook, melody, bridge, unison, pentatonic scale</p>	<p>POP tasks</p> <p>Basic</p> <p>Identify the structure of the piece</p> <p>Advancing</p> <p>As above with naming the instruments</p> <p>Greater Depth</p> <p>As above with finding the pulse</p>	<p>Links to Curriculum Drivers</p> <p>Love of learning</p> <p>Abba and their influence on Pop music and the Eurovision song Contest</p>	<p>Resources</p> <p>Charanga on line lessons/songs and games</p> <p>Glockenspiels</p> <p>Recorders</p> <p>Untuned percussion</p>
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Unit 2 –Glockenspiel Stage 2

<p>Objectives</p> <p>To develop the playing of the glockenspiel learning more complex rhythm patterns</p>	<p>Key knowledge and learning</p> <p>Playing the instrument carefully to get the correct sound</p>	<p>Core Vocabulary</p> <p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>	<p>POP tasks</p> <p>Basic</p> <p>Play and read the notes CDEF and G</p> <p>Advancing</p> <p>As above with improvisation</p> <p>Greater Depth</p> <p>Compose a simple piece using the notes</p>	<p>Links to Curriculum Drivers</p> <p>Love of learning</p> <p>Community</p> <p>Performance at Christmas</p>	<p>Resources</p> <p>Charanga on line lessons/songs and games</p> <p>Glockenspiels</p>
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Unit 3- STOP!					
<p>Objectives To explore the genre of Grime and other modern forms of music</p>	<p>Key knowledge and learning Know the difference between pulse and rhythm Write lyrics linked to the theme Identify the structures of songs Look at turntables and synthesiser knowledge of theme of Grime through listening and singing to Secret Agent 23 Skidoo Justin Timberlake Libertango by Astor Piazzolla Black Eyed Peas</p>	<p>Core Vocabulary Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo, turntables, synthesisers</p>	<p>POP tasks Basic Identify the structure of the song Advancing Identify the instruments and voices Greater Depth As above with finding the pulse</p>	<p>Links to Curriculum Drivers Love of learning Grime music</p>	<p>Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion</p>
Unit 4- Lean on Me					
<p>Objectives To understand the genre of Soul/Gospel music</p>	<p>Key knowledge and learning Know the difference between pulse and rhythm Identify the themes and empathise with the emotions by listening to and singing with He still Loves Me Shackles Amazing grace Ode to Joy Lean on ME</p>	<p>Core Vocabulary Unison, by ear, notation structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo</p>	<p>POP tasks Basic Compose a simple melody using simple rhythms and use it as part of a performance Advancing As above with the notes F,G and A Greater Depth As above with C D F G A</p>	<p>Links to Curriculum Drivers Love of learning How Gospel Music originated with the Slave Trade Community Perform in an assembly or to other class</p>	<p>Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion</p>

Unit 5 –Blackbird					
Objectives To understand how lyrics can represent equality and civil rights	Key knowledge and learning To know that music has a steady pulse Continue to use the pentatonic scale Identify acoustics guitar What we mean by equality and civil rights Understand that songs have a musical style and meaning with a focus on the Beatles	Core Vocabulary Structure, introduction, verse, chorus, improvise, compose, disco pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, pentatonic scale, acoustic guitar percussion birdsong	POP tasks Basic Sing in unison Advancing As above with a simple instrumental part Greater Depth Evaluate their part in a performance	Links to Curriculum Drivers Love of Learning The Beatles and the 1960's Community Perform to other class or as part of a Showcase assembly	Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion
Unit 6- Reflect, Rewind and Replay					
Objectives To listen and respond to classical music	Key knowledge and learning Reflect – La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba - Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) - Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)	Core Vocabulary	POP tasks	Links to Curriculum Drivers Prepare for a performance of songs and activities from the year.	Resources

Unit 6- performance Spring Term					
<p>Objectives</p> <p>To know that a performance is sharing music with other people called an audience</p> <p>To know that a performance can be a special occasion</p> <p>To know that words or raps must be clear</p> <p>To know it involves communicating feelings about the music</p> <p>To plan for different occasions</p>	<p>Key knowledge and learning</p> <p>Choose a song and perform it</p> <p>Add own ideas</p> <p>Record and reflect on the performance</p>	<p>Core Vocabulary</p> <p>Perform</p> <p>Practice</p> <p>Rehearse</p> <p>Refine</p> <p>Perfect</p>	<p>Links to Curriculum Drivers Community</p> <p>Prepare for a performance</p> <p>.</p>	<p>Resources</p> <p>Charanga on line lessons/songs</p>	