

# Year 4 Music Curriculum



## National Curriculum aims:

The national curriculum for music aims to ensure that all pupils: 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 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 understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


## National Curriculum KS2 subject content:

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.


Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

	<h1>Autumn</h1>	
<b>Curriculum focus/links</b>	Mamma Mia	Wider opportunities glockenspiel
<b>Unit Theme</b>	Pop	
<b>Key vocabulary</b>	Pulse, tempo, dynamics, texture, rhythm, pitch, solo, backing vocals, pop, chorus, verse, bridge	
<b>Style of song/ supporting songs</b>	<ul style="list-style-type: none"> <li>• ABBA's music: 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>	


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	Spring	
Curriculum focus/links	Lean on me	Wider opportunities ukulele
Unit Theme	Grime and mixed styles	
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo Solo, verse, choris, backing, accompaniment, soul, gospel	
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)</li> <li>Radetzky Marsch by Strauss (Classical)</li> <li>Can't Stop The Feeling! by Justin Timberlake (Pop)</li> <li>Libertango by Astor Piazzolla (Tango)</li> <li>Mas Que Nada performed by Sérgio Mendes featuring Black Eyed Peas</li> </ul>	

	Summer	
Curriculum focus/links	Blackbird	Oak academy - notation
Unit Theme	Pop/ The Beatles	
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo, pop, riff, hook, solo, chord, melody	
Style of song/ supporting songs	<ul style="list-style-type: none"> <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>	

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## Knowledge and skills to be covered in Year 4

	<h3>Knowledge</h3>	<h3>Skills</h3>
<p><b>Listen and appraise</b></p>	<p>To know five songs from memory and who sang them or wrote them.            To know the style of the five songs.            To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>• The lyrics: what the song is about.</li> <li>• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>• Identify the main sections of the song (introduction, verse, chorus etc).</li> <li>• Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul>
<p><b>Games</b></p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• How pulse, rhythm and pitch work together</li> <li>• Pulse: Finding the pulse - the heartbeat of the music</li> <li>• Rhythm: the long and short patterns over the pulse</li> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back:             <ol style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. Pitch Copy Back Using 2 Notes             <ol style="list-style-type: none"> <li>a. Bronze: Copy back - ‘Listen and sing back’ (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. Pitch Copy Back and Vocal Warm-ups</li> </ol>
<p><b>Singing</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being ‘in tune’.</li> <li>• To rejoin the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>

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<p><b>Playing</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>
<p><b>Improvisation</b></p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>• <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>○ Copy Back - Listen and sing back melodic patterns</li> <li>○ Play and Improvise - Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! - Take it in turns to improvise using one note.</li> </ul> </li> <li>• <b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! - Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>• <b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back - Listen and copy back using instruments, two different notes.</li> <li>○ Play and Improvise - Using your instruments, listen and play your own answer using two different notes.</li> <li>○ Improvise! - Take it in turns to improvise using three different notes.</li> </ul> </li> </ul>
<p><b>Composition</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or all five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>

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<p><b>Performance</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>
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