



# The Music Curriculum

## Year 4

Intent	<p>At Benjamin Adlard Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Benjamin Adlard Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having music tuition, visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience.</p>
Impact	<p>Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

Year 4 – Autumn	Unit 1 – Mamma Mia	Focus – Listen and Appraise/Singing
<b>National Curriculum Objectives Covered</b>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>		
<b>Cross Curricular links</b>		
Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.		
<b>Prior Learning</b>		
Year 1	Year 2	Year 3
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know 5 songs off by heart</li> <li>- Know and recognise the sound and names of the instruments they use</li> <li>- Know music has a steady pulse like a heartbeat</li> <li>- Know we can create rhythms from words (food, colours etc)</li> <li>- Know the names of the notes in their instrumental part from memory or when written down</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>- Enjoy listening to and moving to a range of music</li> <li>- Find the pulse in a piece of music</li> <li>- Listen to rhythms and create simple rhythms of their own using both voice and instruments</li> <li>- Learn the different sounds they can make with their voice</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know 5 new songs off by heart</li> <li>- Know that songs have a musical style</li> <li>- Know some songs have a chorus or response/answer part</li> <li>- Know the meaning of the words pitch and unison</li> <li>- Know why we need to warm up our voices</li> <li>- Know the names of the new notes they play</li> <li>- Know the names of untuned instruments played</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Learn about voices singing different pitches</li> <li>- Learn how songs can tell a story or describe an idea</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Learn to find comfortable singing position</li> <li>- Improvise and compose on a tuned instrument</li> <li>- Choose a song to perform (class, school, parents)</li> <li>-</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know 5 songs my memory and who sang/wrote them</li> <li>- Know the style of the songs they sing</li> <li>- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear</li> <li>- Know how to sing in a group is a choir</li> <li>- Know singing and music can make you feel different things</li> <li>- Know how to both improvise and compose using tuned and untuned instruments</li> <li>- Know how to record compositions in different ways (letter names, notes, symbols, audio etc)</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Confidently identify the pulse</li> <li>- To discuss how a song/music makes them feel and listen to the thoughts of others</li> <li>- Sing in unison and simple 2 parts</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>
<b>Music Programme of Study in Year 4</b> <b>By the end of the year pupils will :</b>		
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- To know more songs by memory</li> </ul>		

- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear
- Revisit information about pitch, pulse and rhythm
- To understand texture of music- solo vs group
- To talk about other instruments played in past, by friends or seen in music
- Both improvise and compose using tuned and untuned instruments
- Record compositions in different ways (letter names, notes, symbols, audio etc)

#### **Skills**

- Confidently identify and move to the pulse
- Discuss the musical dimensions of songs within units
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and 2 parts
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Sing with awareness of being 'in tune'

Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

#### **Next Steps – Progression through the Music curriculum**

Year 5	Year 6
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)</li> <li>- Know dynamics and timbre of music</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and discuss historical contexts of songs- what was happening in the world at this time</li> <li>- Know how to improvise and compose using tuned and untuned instruments</li> <li>- Know and record compositions with notation</li> <li>- Know to the notes C,D,E,F,G,A,B + C on the treble stave</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs in the same style, talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context</li> <li>- Know that we all have our own musical identity</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and create musical ideas for group to copy/reply</li> <li>- Know and record compositions with notation</li> <li>- Know the notes C,D,E,F,G,A,B + C on the treble stave</li> <li>- Know a wider range of musical instruments by sight/sound</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Lead a rehearsal session of a small group</li> <li>- Explain the key note and structure of melody</li> </ul>

#### **Unit Overview**

By ABBA - A timeless Pop song from the 70s. As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.

Key knowledge acquired during this unit:	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>I know five songs from memory and who sang them or wrote them.</li> <li>I know the style of the five songs.</li> <li>I know how a pulse, rhythm and pitch work together</li> <li>I know how to find the pulse – the heartbeat of the music</li> <li>I know the rhythm is the long and short patterns over the pulse</li> <li>I know the difference between pulse and rhythm</li> <li>I know the pitch is high and low sounds that create melodies</li> <li>I know to keep the internal pulse</li> </ul>	<ul style="list-style-type: none"> <li>I can confidently identify and move to the pulse.</li> <li>I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>I can talk about the music and how it makes them feel.</li> <li>I can listen carefully and respectfully to other people's thoughts about the music.</li> <li>I can sing in unison and in simple two-parts.</li> <li>I can demonstrate a good singing posture.</li> <li>I can follow a leader when singing.</li> </ul>

#### Subject knowledge and teaching guidance:

### Teacher Assessment – Mamma Mia – Year 4, Unit 1

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

#### 1 – Listen & Appraise: Mamma Mia (Pop, Abba's Music)

The children can:

- Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.
- Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture.

#### 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** G, sometimes A and reading notes.

**Gold Challenge:** G + A and reading notes.

**Singing** in unison.

**Play instrumental parts** accurately and in time, as part of the performance.

**The easy part:** G by ear.

**The medium part:** G + A by ear and from notation.

**Improvise** in the lessons and as part of the performance.

**Bronze Challenge:** G.

**Silver Challenge:** G and sometimes A.

**Gold Challenge:** G + A.

**Compose** a simple melody using simple rhythms and use it as part of the performance.

**Using the notes:** G, A + B.

**Using the notes:** G, A, B, D + E (pentatonic scale).

#### 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

Key vocabulary and definitions					
Tempo	The speed of the music				
Texture	Layers of sound created by playing together or separately				
Duration	The length of time each note is played				
Rhythm	Long and short patterns over the pulse				
Pulse	The heartbeat of the music				
Pitch	High and low sounds that create melodies				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find the pulse within a piece of music.	To learn to sing Mamma Mia.	To know how to read and play Mamma Mia.	To improvise with Mamma Mia.	To compose with Mamma Mia.	To perform Mamma Mia.

Year 4 – Spring		Unit 2 – Glockenspiel Stage 2		Focus – Playing/ Improvising	
National Curriculum Objectives Covered					
Pupils should be taught to:					
<ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music.</li></ul>					
Cross Curricular links					
Introduction to the language of music, theory and composition.					
Prior Learning					
Year 1		Year 2		Year 3	
<b>Knowledge:</b> <ul style="list-style-type: none"><li>- Know 5 songs off by heart</li><li>- Know and recognise the sound and names of the instruments they use</li><li>- Know music has a steady pulse like a heartbeat</li><li>- Know we can create rhythms from words (food, colours etc)</li><li>- Know the names of the notes in their instrumental part from memory or when written down</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>- Enjoy listening to and moving to a range of music</li><li>- Find the pulse in a piece of music</li><li>- Listen to rhythms and create simple rhythms of their own using both voice and instruments</li><li>- Learn the different sounds they can make with their voice</li></ul>		<b>Knowledge:</b> <ul style="list-style-type: none"><li>- Know 5 new songs off by heart</li><li>- Know that songs have a musical style</li><li>- Know some songs have a chorus or response/answer part</li><li>- Know the meaning of the words pitch and unison</li><li>- Know why we need to warm up our voices</li><li>- Know the names of the new notes they play</li><li>- Know the names of untuned instruments played</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>- Learn about voices singing different pitches</li><li>- Learn how songs can tell a story or describe an idea</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li><li>- Learn to find comfortable singing position</li><li>- Improvise and compose on a tuned instrument</li><li>- Choose a song to perform (class, school, parents)</li><li>-</li></ul>		<b>Knowledge:</b> <ul style="list-style-type: none"><li>- Know 5 songs my memory and who sang/wrote them</li><li>- Know the style of the songs they sing</li><li>- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear</li><li>- Know how to sing in a group is a choir</li><li>- Know singing and music can make you feel different things</li><li>- Know how to both improvise and compose using tuned and untuned instruments</li><li>- Know how to record compositions in different ways (letter names, notes, symbols, audio etc)</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>- Confidently identify the pulse</li><li>- To discuss how a song/music makes them feel and listen to the thoughts of others</li><li>- Sing in unison and simple 2 parts</li><li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li></ul>	
Music Programme of Study in Year 4					
By the end of the year pupils will :					
<b>Knowledge:</b> <ul style="list-style-type: none"><li>- To know more songs by memory</li></ul>					

- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear
- Revisit information about pitch, pulse and rhythm
- To understand texture of music- solo vs group
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- Record compositions in different ways (letter names, notes, symbols, audio etc)

#### **Skills**

- Confidently identify and move to the pulse
- Discuss the musical dimensions of songs within units
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and 2 parts
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Sing with awareness of being 'in tune'

Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

#### **Next Steps – Progression through the Music curriculum**

Year 5	Year 6
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)</li> <li>- Know dynamics and timbre of music</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and discuss historical contexts of songs- what was happening in the world at this time</li> <li>- Know how to improvise and compose using tuned and untuned instruments</li> <li>- Know and record compositions with notation</li> <li>- Know to the notes C,D,E,F,G,A,B + C on the treble stave</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs in the same style, talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context</li> <li>- Know that we all have our own musical identity</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and create musical ideas for group to copy/reply</li> <li>- Know and record compositions with notation</li> <li>- Know the notes C,D,E,F,G,A,B + C on the treble stave</li> <li>- Know a wider range of musical instruments by sight/sound</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Lead a rehearsal session of a small group</li> <li>- Explain the key note and structure of melody</li> </ul>

#### **Unit Overview**



This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1. Perhaps start to use the scores provided in this unit. Be aware that not every child will want to or be able to read notated music but having an understanding of the language of music is important.

Key knowledge acquired during this unit:	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>• I know the names of the instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>• I know the names of other instruments they might play or be played in a band or orchestra or by their friends.</li> <li>• I know improvisation is making up your own tunes on the spot</li> <li>• I know 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>• I know that using one or two notes confidently is better than using five</li> <li>• I know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• I know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>• I can treat instruments carefully and with respect.</li> <li>• I can play anyone, 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>• I can rehearse and perform their part within the context of the Unit song.</li> <li>• I can listen to and follow musical instructions from a leader.</li> <li>• I can experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>• I can sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</li> <li>• I can play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>• I can improvise– Take it in turns to improvise using three different notes.</li> </ul>

### Subject knowledge and teaching guidance:

#### Teacher Assessment – Glockenspiel Stage 2 – Year 4, Unit 2

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

#### 1 – Musical Activities using glocks

The child can learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

#### 2 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

Key vocabulary and definitions					
Tempo	The speed of the music				
Texture	Layers of sound created by playing together or separately				
Duration	The length of time each note is played				
Rhythm	Long and short patterns over the pulse				
Pulse	The heartbeat of the music				
Pitch	High and low sounds that create melodies				
Tempo	The speed of the music				
Texture	Layers of sound created by playing together or separately.				
Duration	The length of time each note is played.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To read and play Mardi Gras Groovin.	To read and play Good, Better, Best.	To read and play Two Way Radio.	To read and play Flea Fly.	To read and play Rigadoon.	To compose music and perform to an audience.

Year 4 – Summer		Unit 3 – Stop!	Focus – Composing and Performing
<b>National Curriculum Objectives Covered</b>			
Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>			
<b>Cross Curricular links</b>			
PSHE – Bullying			
<b>Prior Learning</b>			
Year 1	Year 2	Year 3	
<b><u>Knowledge:</u></b> <ul style="list-style-type: none"> <li>Know 5 songs off by heart</li> <li>Know and recognise the sound and names of the instruments they use</li> <li>Know music has a steady pulse like a heartbeat</li> <li>Know we can create rhythms from words (food, colours etc)</li> <li>Know the names of the notes in their instrumental part from memory or when written down</li> <li>Know how to both improvise and compose using tuned and untuned instruments</li> </ul> <b><u>Skills:</u></b> <ul style="list-style-type: none"> <li>Enjoy listening to and moving to a range of music</li> <li>Find the pulse in a piece of music</li> <li>Listen to rhythms and create simple rhythms of their own using both voice and instruments</li> <li>Learn the different sounds they can make with their voice</li> </ul>	<b><u>Knowledge:</u></b> <ul style="list-style-type: none"> <li>Know 5 new songs off by heart</li> <li>Know that songs have a musical style</li> <li>Know some songs have a chorus or response/answer part</li> <li>Know the meaning of the words pitch and unison</li> <li>Know why we need to warm up our voices</li> <li>Know the names of the new notes they play</li> <li>Know the names of untuned instruments played</li> <li>Know how to both improvise and compose using tuned and untuned instruments</li> </ul> <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Learn about voices singing different pitches</li> <li>Learn how songs can tell a story or describe an idea</li> <li>Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>Learn to find comfortable singing position</li> <li>Improvise and compose on a tuned instrument</li> <li>Choose a song to perform (class, school, parents)</li> <li></li> </ul>	<b><u>Knowledge:</u></b> <ul style="list-style-type: none"> <li>Know 5 songs my memory and who sang/wrote them</li> <li>Know the style of the songs they sing</li> <li>Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear</li> <li>Know how to sing in a group is a choir</li> <li>Know singing and music can make you feel different things</li> <li>Know how to both improvise and compose using tuned and untuned instruments</li> <li>Know how to record compositions in different ways (letter names, notes, symbols, audio etc)</li> </ul> <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Confidently identify the pulse</li> <li>To discuss how a song/music makes them feel and listen to the thoughts of others</li> <li>Sing in unison and simple 2 parts</li> <li>Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	
<b>Music Programme of Study in Year 4</b>			
<b>By the end of the year pupils will :</b>			
<b><u>Knowledge:</u></b> <ul style="list-style-type: none"> <li>To know more songs by memory</li> </ul>			

- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear
- Revisit information about pitch, pulse and rhythm
- To understand texture of music- solo vs group
- To talk about other instruments played in past, by friends or seen in music
- Both improvise and compose using tuned and untuned instruments
- Record compositions in different ways (letter names, notes, symbols, audio etc)

#### **Skills**

- Confidently identify and move to the pulse
- Discuss the musical dimensions of songs within units
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and 2 parts
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Sing with awareness of being 'in tune'

Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

#### **Next Steps – Progression through the Music curriculum**

Year 5	Year 6
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)</li> <li>- Know dynamics and timbre of music</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and discuss historical contexts of songs- what was happening in the world at this time</li> <li>- Know how to improvise and compose using tuned and untuned instruments</li> <li>- Know and record compositions with notation</li> <li>- Know to the notes C,D,E,F,G,A,B + C on the treble stave</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs in the same style, talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>- Know more songs by memory</li> <li>- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context</li> <li>- Know that we all have our own musical identity</li> <li>- Know and make links to other units played in the past when discussing music styles</li> <li>- Know and create musical ideas for group to copy/reply</li> <li>- Know and record compositions with notation</li> <li>- Know the notes C,D,E,F,G,A,B + C on the treble stave</li> <li>- Know a wider range of musical instruments by sight/sound</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- To compare two songs talking about what stands out musically their similarities and differences.</li> <li>- Use musical vocabulary more accurately (ones covered so far)</li> <li>- Sing in unison and solo, rapping and backing vocals</li> <li>- Listen and copy games that develop pulse, rhythm and pitch knowledge</li> <li>- Lead a rehearsal session of a small group</li> <li>- Explain the key note and structure of melody</li> </ul>

#### **Unit Overview**

Stop! – a song/rap about bullying. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.

Key knowledge acquired during this unit:	Key skills acquired throughout this unit
<ul style="list-style-type: none"> <li>I know a composition is 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>I know different ways of recording compositions (letter names, symbols, audio etc.</li> <li>I know performing is sharing music with other people, an audience</li> <li>I know a performance doesn't have to be a drama! It can be to one person or to each other</li> <li>I know you need to know and have planned everything that will be performed</li> <li>I know you must sing or rap the words clearly and play with confidence</li> <li>I know a performance can be a special occasion and involve an audience including of people you don't know</li> <li>I know a performance is planned and different for each occasion</li> <li>I know a performance involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>I can create at least one simple melody using one, three or all five different notes.</li> <li>I can plan and create a section of music that can be performed within the context of the unit song.</li> <li>I can talk about how it was created.</li> <li>I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme.</li> <li>I can present a musical performance designed to capture the audience.</li> <li>I can communicate the meaning of the words and clearly articulate them.</li> <li>I can talk about the best place to be when performing and how to stand or sit.</li> <li>I can record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

#### Subject knowledge and teaching guidance:

### Teacher Assessment – Stop! – Year 4, Unit 3

**Black text:** Most children will be working at this expected standard.

**Aqua text:** Others will be working at greater depth.

#### 1 – Listen & Appraise: Stop! (Grime)

The children can:

- Identify the structure:** Intro and 6 rapped verses, each with a sung chorus.
- Identify the instruments/voices:** Digital/electronic sounds, turntables, synthesizers, drums.
- Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture**

#### 2 – Musical Activities using glocks and/or recorders.

**Most children** can complete the Bronze and Silver Challenges.

**Some will complete the Gold if working at greater depth.**

**Warm-up Games** copy back, play, invent rhythmic and melodic patterns.

**Bronze Challenge:** rhythm patterns.

**Silver Challenge:** C, sometimes D and reading notes.

**Gold Challenge:** C + D and reading notes.

**Singing** and rapping in unison and in parts.

**Compose** own rapped lyrics about bullying or another topic or theme that you decide as a class.

#### 3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Did they enjoy it? What went well? What could have been better?

Key vocabulary and definitions					
Tempo	The speed of the music				
Texture	Layers of sound created by playing together or separately.				
Duration	The length of time each note is played.				
Solo	A piece of music played or sung by a single performer				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find the pulse within a piece of music.	To learn to sing the song Stop.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Stop.	To compose with the song Stop.	To perform the song Stop.