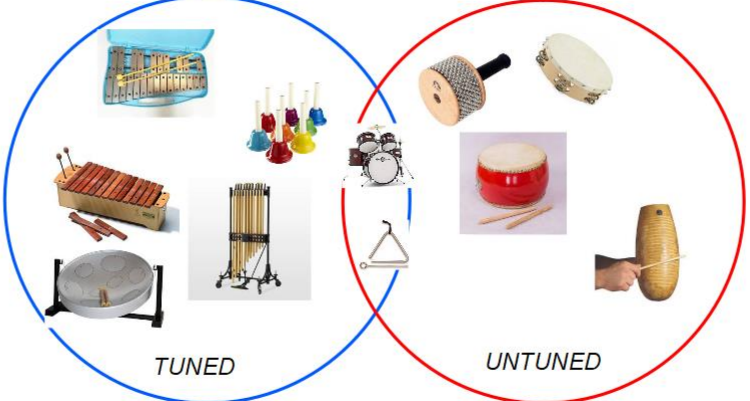


Music			
YEAR 4	<p>AUTUMN FOCUS</p> <p>Play It Again: Exploring Rhythmic Patterns p.8-17</p> <p>Class Orchestra: Exploring Arrangements p.18-25</p> <p>VISIT/TRIP/DISPLAY: Ashmolean Museum</p> <p>Final piece – Class Rap</p> <p>Opportunities for Exploring Diversity Rangoli patterns – whole school (Hindu Goddesses linked to Egyptian Goddess of music) Ancient Egypt</p>	<p>SPRING FOCUS</p> <p>Roman Rulers – Exploring Signals p.44-53</p> <p>Animal Magic – Exploring Descriptive Sounds p.54-61</p> <p>VISIT/TRIP/DISPLAY: Verulamium Museum</p> <p>Final piece – Class Assembly</p> <p>Opportunities for Exploring Diversity World Book Day – whole school Lunar New Year – whole school The Romans</p>	<p>SUMMER FOCUS</p> <p>Singing: Exploring Melodies and Scales p.26-35</p> <p>Painting with Sound (instruments): Exploring Sound Colours p.36-43</p> <p>VISIT/TRIP/DISPLAY: Performance to an audience</p> <p>Final piece – Y3/4 Play</p> <p>Opportunities for Exploring Diversity The Sound of Music linked to pitch of singing</p>
Artist/Texts/websites	<p>Music Express CD and Teacher Guide</p> <p>Ancient Egyptian Music www.youtube.com/watch?v=evOcmKvv9aw</p> <p>Ancient Egyptian Music – Tomb of the Ancients www.youtube.com/watch?v=GI6dOS5ncFc</p>	<p>Music Express CD and Teacher Guide</p> <p>Animals in Mandarin www.youtube.com/watch?v=GUFtwfIpZiY</p> <p>Lunar New Year information www.britannica.com/topic/Lunar-New-Year</p> <p>Roman Battle Music www.youtube.com/watch?v=j_ki9tw9rUQ</p> <p>Roman March www.youtube.com/watch?v=EW8fl6N6szs</p>	<p>Music Express CD and Teacher Guide</p> <p>Playscript for chosen play (2022 – SPLASH!)</p> <p>Songs for chosen play</p> <p>Greensleeves (lyrics) www.genius.com/Traditional-english-folk-greensleeves-lyrics</p> <p>Greensleeves (with vocals) www.youtube.com/watch?v=nQGZv0Vi5Nk</p> <p>Greensleeves backing only www.youtube.com/watch?v=r4HKfHLU2Ik</p>
Skills Progression	<p>The national curriculum for music aims to ensure that all pupils in Year 4 use <u>instruments</u> to:</p> <ul style="list-style-type: none"> ● Maintain two or more different ostinato patterns in a small instrumental group against a steady beat ● Play music that includes RESTS ● Use tuned percussion instruments with increasing confidence to accompany songs and improvise 	<p>The national curriculum for music aims to ensure that all pupils in Year 4 <u>explore</u>:</p> <ul style="list-style-type: none"> ● Sounds to create particular effects (timbre). ● Rhythm patterns in music from different times and places (duration). ● The pentatonic scale. ● Pitched notes that move by steps and/ or leaps to make short phrases/melodies. 	<p>The national curriculum for music aims to ensure that all pupils in Year 4 use their <u>voices</u> to:</p> <ul style="list-style-type: none"> ● Learn songs from memory with the support of lyrics and backing vocals, moving onto solely backing music. ● Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.

	<ul style="list-style-type: none"> • Play by ear – find known phrases or short melodies using tuned instruments • Play music in a metre of two or three time • Read and play from some conventional music symbols • Combine instrumental playing with narrative and movement • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. • Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<ul style="list-style-type: none"> • Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc. • Combining and controlling sounds to achieve an effect. • Music that incorporates effective silences (rests). • Different groupings of beats (metre of 2/3). <p>The national curriculum for music aims to ensure that all pupils in Year 4 <u>listen, reflect and appraise</u> to:</p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. • Recognise and talk about contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). • Recognise music from different times and countries identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music. • Identify whether a song has a verse/chorus or call and response structure. • Identify the use of metre in 2 or 3 in a piece of recorded or live music. • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<ul style="list-style-type: none"> • Sing songs showing musical expression (phrasing, changes of tempi, dynamics, reflecting the mood and character of the song and its context). • Sing two/three part rounds with more confidence and increasing pitch accuracy. • Sing confidently as part of a small group and/or solo being aware of posture and good diction. • Appropriately adjust volume in their voices to adapt to the story or a song. • Copy short phrases and be able to sing up and down in step independently. • Develop an awareness of harmonies, using their voices to portray such melodies. • Perform to a friendly audience. <p>The national curriculum for music aims to ensure that all pupils <u>compose</u>:</p> <ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones. • A simple melody from a selected group of notes (i.e. a pentatonic scale). • Music that has a recognisable structure. • A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. • Arrange a song using tuned and untuned accompaniments developed from the song.
<p>Key Vocabulary (<u>new vocabulary in bold underlined</u>)</p>	<p>Ostinato (phrase that persistently repeats in the same musical voice), pattern, beat, <u>rest</u> (absence of sound), improvisation, <u>melody, metre</u> (recurring patterns and accents such as bars and beats), symbol, narrative, tempo, <u>percussion</u></p>	<p><u>Duration, signal</u>, metre, <u>texture</u>, (layers of sound), timbre (different instruments/ tone quality), pitch, <u>pentatonic scales</u> (a musical scale with five notes), structure, repetition, verse, chorus, <u>call and response</u>, plan, tempo, tuned percussion (instrument used to produce musical notes of one or more pitches), untuned percussion (instrument played in to produce sounds of indeterminate pitch)</p>	<p><u>Harmony</u> (simultaneous sounds), perform, <u>vocals</u>, solo, audience, ostinato, drone (a sustained tone, usually low in pitch), repetition, metre, rest, <u>leap</u> (jumping between notes), phrase (a unit of musical meter that has a complete musical sense of its own), melody, pentatonic scale, <u>octave, structure</u> (the order that different parts of the song are played in), atmosphere, <u>accompaniments</u> (a musical part which supports or partners an instrument, voice, or group), <u>programme music</u> (instrumental music that carries some extramusical meaning, some “program” of literary idea, legend, scenic description, or personal drama), <u>Greensleeves</u> (be conscious of the <u>adult content</u> and ensure only appropriate meaning is shared), <u>folk music</u>, Tudors, Medieval</p>

			
<p>Opportunities for Learning / Cross Curricular</p>	<p>Topic – Egyptians, Gods/Goddesses</p> <p>DT – creating musical instruments (rain stick, pan pipes)</p> <p>Art – Egyptian art</p> <p>Maths – counting, patterns</p> <p>English - oracy</p>	<p>Lunar New Year</p> <p>Topic – Romans</p> <p>Topic – Morse Code</p> <p>Maths – symbols, Morse Code, algebra</p> <p>English – oracy</p> <p>DT – Roman shields and understanding of battle</p>	<p>English Reading – drama</p> <p>English Language – oracy, Old English, voice projection</p> <p>Maths – octave structure, ordering, counting</p> <p>PSHE – MHWB</p> <p>RE – The story of Noah’s Ark (2022 only)</p> <p>Topic – Von Trapp Family and The Sound of Music</p> <p>Topic – Henry VIII and The Tudors</p>
<p>Learning Overview / WALTs</p>	<p>Week 1 WALT: Improvise rhythm patterns using Egyptian music. KQ: Which Egyptian Goddess is credited with the invention of music? Note: Music and chanting were commonly used in magic and rituals. Rhythms during this time were unvaried and music served to create rhythm. Small shells were used as whistles.</p> <p>Week 2 WALT: Identify the rhythm patterns of phrases in the melody. KQ: What is an ostinato?</p> <p>Week 3 WALT: Identify phrases and develop our accompaniment skills.</p> <p>Week 4 WALT: Identify and perform rhythm patterns.</p>	<p>Week 1 WALT: Discuss the composer’s description of a firebird in ‘Dance of the Firebird.’ KQ: What does a firebird look like? What instruments can you hear?</p> <p>Week 2 WALT: Use our voices expressively to develop singing skills. KQ: What is the first verse of the Gnu track?</p> <p>Week 3 – Lunar New Year WALT: Develop language skills by learning animals in Mandarin. www.youtube.com/watch?v=GUFtwfIpZjY</p> <p>Week 4 WALT: Move in character to the music we learnt lesson. KQ: Can you suggest some characteristics for each animal?</p>	<p>Week 1 WALT: Follow the pitch movement of the melody in a song. KQ: What is the mood of the melody?</p> <p>Week 2 WALT: Work out melodic intervals in simple melody by ear.</p> <p>Week 3 WALT: Learn a song from our performance and discuss the phrases. KQ: What is the meaning of the lyrics?</p> <p>Week 4 WALT: Identify and learn a scale passage in a melody. KQ: What is a chorus and how does the song build up to it?</p>

Week 5

WALT: Listen to and rehearse the poem 'I'm a Hip Happy Kid' performed as a rap.

KQ: What are the words?

Week 6

WALT: Invent lyrics for an Egyptian rap, replicating the Hip Happy Kid structure.

KQ: What do we know about Ancient Egypt? What lyrics would be appropriate? Can we rhyme them?

Half-Term**Week 7**

WALT: Improve our lyric skills by writing an Egyptian rap.

KQ: How can we make the rap flow well?

Week 8

WALT: Rehearse and perform our Egyptian rap with body percussion accompaniment. Record for next lesson evaluation.

Week 9

WALT: Evaluate our music skills and reflect on the meaning of the lyrics.

KQ: What have you learnt?

Week 10

WALT: Listen to ostinato rhythm patterns in the accompaniment of three songs.

Week 11

WALT: Identify melodic phrases.

KQ: What is a melody?

Week 12

WALT: Learn the Christmas calypso and add a steady beat.

KQ: How many phrases are in each verse? What are the melodic phrases?

Week 5

WALT: Develop creativity by playing the animal consequence game to invent new animals!

KQ: What does your animal look like? What about its personality, movement and habits? If 2023 is the year of the rabbit, what musical ideas might we suggest?

Week 6

WALT: Invent, rehearse and perform the animal presentations.

Half-Term**Week 7**

WALT: Listen to Roman battle music.

KQ: What is a signal? Make a list of all the actions, gestures, and signs that you imagine you might see.

Week 8

How is a musical signal used to control volume?

KQ: Enquiry – What sounds can you hear? What do you imagine would be happening at each point in the music?

Can you rein act it?

Week 9

WALT: Explore signals by playing the 'All Change' signal game.

KQ: What is the Morse Code alphabet?

Week 10

WALT: Listen to the use of Morse Code in the melody of The Signal Song.

KQ: How could this be incorporated to a Roman march?

Week 11

WALT: Invent words for 'The Signal Song' linked to a Roman battle.

Week 12

WALT: Rehearse and add appropriate signals for The Roman Signal Song.

KQ: What actions would be performed within a Roman march? How can we convey battle?

Week 5

WALT: Discuss, learn and perform the Do-re-mi passage to improve our singing skills.

KQ: What is the Do-re-mi melody? What is its history?

Week 6

WALT: Refine our singing skills and consider musical accompaniments.

Half-Term**Week 7**

What is programme music?

KQ: What does Greensleeves make you feel? Who might it be about?

Week 8

WALT: Explore musical composition.

KQ: How does each instrument create different mood and effect?

Week 9

WALT: Compose scenes with different musical accompaniments.

Week 10

WALT: Decide on an order for a class composition to refine our performance skills.

Week 11

WALT: Rehearse our class composition to retell the story of Henry VIII and Anne Boleyn,

Week 12

WALT: Evaluate our composition and consider new skills learnt.

KQ: What skills do you have now that you didn't have before?