

<b>Music</b>			
<b>YEAR 4</b>	<p><b>AUTUMN FOCUS</b>  <b>Play It Again: Exploring Rhythmic Patterns p.8-17</b></p> <p><b>Class Orchestra: Exploring Arrangements p.18-25</b></p> <p><b>VISIT/TRIP/DISPLAY: Ashmolean Museum</b></p> <p><b>Final piece – Class Assembly</b></p> <p><b>Opportunities for Exploring Diversity</b>  Rangoli patterns – whole school (Hindu Goddesses linked to Egyptian Goddess of music)  Ancient Egypt</p>	<p><b>SPRING FOCUS</b>  <b>Singing: Exploring Melodies and Scales p.26-35</b></p> <p><b>Roman Rulers – Exploring Signals p.44-53</b></p> <p><b>VISIT/TRIP/DISPLAY: Verulamium Museum</b></p> <p><b>Final piece – Yr3/4 performance</b></p> <p><b>Opportunities for Exploring Diversity</b>  World Book Day – whole school  Lunar New Year – whole school  The Romans</p>	<p><b>SUMMER FOCUS</b>  <b>Animal Magic – Exploring Descriptive Sounds p.54-61</b></p> <p><b>Painting with Sound (instruments): Exploring Sound Colours p.36-43</b></p> <p><b>VISIT/TRIP/DISPLAY: Performance to an audience</b></p> <p><b>Final piece – Record and Publish</b></p> <p><b>Opportunities for Exploring Diversity</b>  The Sound of Music linked to pitch of singing</p>
<b>Artist/Texts/websites</b>	<p>Music Express CD and Teacher Guide</p> <p>Ancient Egyptian Music  <a href="http://www.youtube.com/watch?v=evOcMKvv9aw">www.youtube.com/watch?v=evOcMKvv9aw</a></p> <p>Ancient Egyptian Music – Tomb of the Ancients  <a href="http://www.youtube.com/watch?v=GI6dOS5ncFc">www.youtube.com/watch?v=GI6dOS5ncFc</a></p>	<p>Music Express CD and Teacher Guide</p> <p>Playscript for chosen play</p> <p>Songs for chosen play</p> <p>Roman Battle Music  <a href="http://www.youtube.com/watch?v=j_ki9tw9rUQ">www.youtube.com/watch?v=j_ki9tw9rUQ</a></p> <p>Roman March  <a href="http://www.youtube.com/watch?v=EW8fI6N6szs">www.youtube.com/watch?v=EW8fI6N6szs</a></p>	<p>Music Express CD and Teacher Guide</p> <p>Animals in Mandarin  <a href="http://www.youtube.com/watch?v=GUFtwf1pZjY">www.youtube.com/watch?v=GUFtwf1pZjY</a></p> <p>Lunar New Year information  <a href="http://www.britannica.com/topic/Lunar-New-Year">www.britannica.com/topic/Lunar-New-Year</a></p> <p>Greensleeves (lyrics)  <a href="http://www.genius.com/Traditional-english-folk-greensleeves-lyrics">www.genius.com/Traditional-english-folk-greensleeves-lyrics</a></p> <p>Greensleeves (with vocals)  <a href="http://www.youtube.com/watch?v=nQGZv0Vi5Nk">www.youtube.com/watch?v=nQGZv0Vi5Nk</a></p> <p>Greensleeves backing only  <a href="http://www.youtube.com/watch?v=r4HKfHLU21k">www.youtube.com/watch?v=r4HKfHLU21k</a></p>
<b>Skills Progression</b>	<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"> <li>● Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>● Play music that includes RESTS</li> <li>● Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>● Play by ear – find known phrases or short melodies using tuned instruments</li> <li>● Play music in a metre of two or three time</li> <li>● Read and play from some conventional music symbols</li> <li>● Combine instrumental playing with narrative and movement</li> <li>● Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> </ul>	<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"> <li>● Learn songs from memory with the support of lyrics and backing vocals, moving onto solely backing music.</li> <li>● Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody.</li> <li>● Sing songs showing musical expression (phrasing, changes of tempi, dynamics, reflecting the mood and character of the song and its context).</li> <li>● Sing two/three part rounds with more confidence and increasing pitch accuracy.</li> <li>● Sing confidently as part of a small group and/or solo being aware of posture and good diction.</li> </ul>	<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"> <li>● Sounds to create particular effects (timbre).</li> <li>● Rhythm patterns in music from different times and places (duration).</li> <li>● The pentatonic scale.</li> <li>● Pitched notes that move by steps and/ or leaps to make short phrases/melodies.</li> <li>● Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc.</li> <li>● Combining and controlling sounds to achieve an effect.</li> <li>● Music that incorporates effective silences (rests).</li> <li>● Different groupings of beats (metre of 2/3).</li> </ul>

- Perform to an audience of adults, an assembly or other classes with increasing confidence.

- 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.

The national curriculum for music aims to ensure that all pupils in Year 4 listen, reflect and appraise to:

- 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.

The national curriculum for music aims to ensure that all pupils compose:

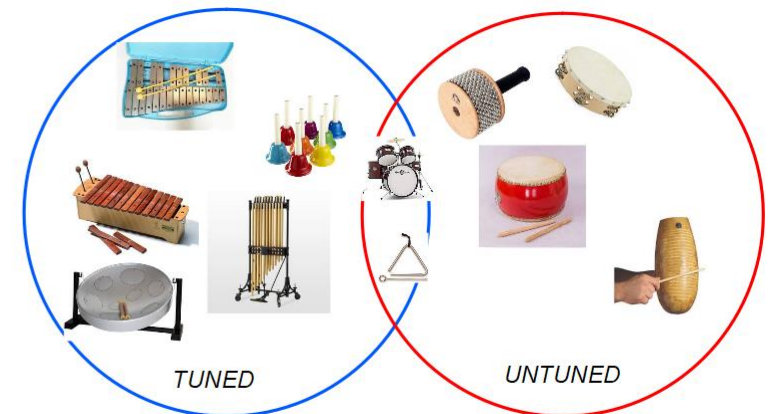
- A simple rhythmic accompaniment to a song using ostinato patterns and drones.
- A simple melody from a selected group of notes (i.e. a pentatonic scale).
- Music that has a recognisable structure.
- A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect.
- Arrange a song using tuned and untuned accompaniments developed from the song.

Ostinato (phrase that persistently repeats in the same musical voice), pattern, beat, rest (absence of sound), improvisation, melody, metre (recurring patterns and accents such as bars and beats), symbol, narrative, tempo, percussion

Harmony (simultaneous sounds), perform, vocals, solo, audience, ostinato, drone (a sustained tone, usually low in pitch), repetition, metre, rest, leap (jumping between notes), phrase (a unit of musical meter that has a complete musical sense of its own), melody, pentatonic scale, octave, structure (the order that different parts of the song are played in), atmosphere, accompaniments (a musical part which supports or partners an instrument, voice, or group),

Duration, signal, metre, texture, (layers of sound), timbre (different instruments/ tone quality), pitch, pentatonic scales (a musical scale with five notes), structure, repetition, verse, chorus, call and response, 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, programme music (instrumental music that carries some extramusical meaning, some “program” of literary idea, legend, scenic description, or personal drama), Greensleeves (be conscious of the adult content and ensure only appropriate meaning is shared), folk music, Tudors, Medieval

**Key Vocabulary**  
(new vocabulary in bold underlined)



<p><b>Opportunities for Learning / Cross Curricular</b></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>English Reading – drama</p> <p>English Language – oracy, Old English, voice projection</p> <p>Maths – octave structure, ordering, counting</p> <p>Topic – Romans</p> <p>Topic – Morse Code</p> <p>English – oracy</p> <p>DT – Roman shields and understanding of battle</p>	<p>PSHE – MHWB</p> <p>RE – The story of Noah’s Ark</p> <p>Topic – Henry VIII and The Tudors</p> <p>Lunar New Year</p> <p>Maths – symbols, Morse Code, algebra</p>
<p><b>Learning Overview / WALTs</b></p>	<p><b>Week 1</b> 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><b>Week 2</b> WALT: Identify the rhythm patterns of phrases in the melody. KQ: What is an ostinato?</p> <p><b>Week 3</b> WALT: Identify phrases and develop our accompaniment skills.</p> <p><b>Week 4</b> WALT: Identify and perform rhythm patterns.</p> <p><b>Week 5</b> WALT: Listen to and rehearse the poem ‘I’m a Hip Happy Kid’ performed as a rap. KQ: What are the words?</p> <p><b>Week 6</b> 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?</p> <p><b>Half-Term</b></p> <p><b>Week 7</b> WALT: Improve our lyric skills by writing an Egyptian rap. KQ: How can we make the rap flow well?</p> <p><b>Week 8</b></p>	<p><b>Week 1</b> WALT: Follow the pitch movement of the melody in a song. KQ: What is the mood of the melody?</p> <p><b>Week 2</b> WALT: Work out melodic intervals in simple melody by ear.</p> <p><b>Week 3</b> WALT: Learn a song from our performance and discuss the phrases. KQ: What is the meaning of the lyrics?</p> <p><b>Week 4</b> 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> <p><b>Week 5</b> 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?</p> <p><b>Week 6</b> WALT: Refine our singing skills and consider musical accompaniments.</p> <p><b>Half-Term</b></p> <p><b>Week 7</b> 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.</p> <p><b>Week 8</b> 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?</p>	<p><b>Week 1</b> 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><b>Week 2</b> WALT: Use our voices expressively to develop singing skills. KQ: What is the first verse of the Gnu track?</p> <p><b>Week 3 – Lunar New Year</b> WALT: Develop language skills by learning animals in Mandarin. <a href="http://www.youtube.com/watch?v=GUFtwf1pZjY">www.youtube.com/watch?v=GUFtwf1pZjY</a></p> <p><b>Week 4</b> WALT: Move in character to the music we learnt lesson. KQ: Can you suggest some characteristics for each animal?</p> <p><b>Week 5</b> 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?</p> <p><b>Week 6</b> WALT: Invent, rehearse and perform the animal presentations.</p> <p><b>Half-Term</b></p> <p><b>Week 7</b> What is programme music? KQ: What does Greensleeves make you feel? Who might it be about?</p>

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 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 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?