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| **Year 4 Music** |

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| **Aut1 Mamma Mia**  **Aut2 Glockenspiel 2**  **Spr1 Stop!**  **Spr2 Lean on Me**  **Sum1 Blackbird**  **Sum2 Reflect, Rewing & Replay** | | |
| **NC Strand** | **KEY SKILL** | **LEARNING OBJECTIVE** |
| **Listening and Appraising** | To confidently identify and move to the pulse.  To talk about the musical dimensions (dynamics etc)  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  To begin to use musical vocabulary | I know 5 songs from memory and who sang or wrote them  I know the style of 5 songs  I can choose a song and talk about   * The style of a song * The lyrics and what the song is about * The texture, dynamics, tempo, rhythm and pitch * The main sections of a song (intro, verse, chorus) * The name of the instruments I can hear |
| **Musical Dimensions** | To find a pulse  To create their own simple rhythm pattern and copy back a rhythm using notation | I know how the pitch, rhythm and pulse work together  I know there are long and short rhythm patterns over a pulse  I know the difference between pulse and rhythm  I know that high and low pitches create melodies  I know how to keep an internal pulse  I can create musical ideas for a group to copy or respond to |
| **Singing** | To sing in unison and in simple two-parts.  To demonstrate a good singing posture.  To follow a leader when singing.  To enjoy exploring singing solo.  To sing with awareness of being ‘in tune’.  To rejoin the song if lost.  To listen to the group when singing. | I know singing in a group is called a choir  I know the leader or conductor is the person who the group or choir follow  I know that songs can make you feel different emotions  I know that singing as part of an ensemble is fun but that you must listen to each other  I know that a solo singer makes a thinner texture than a large group  I know why you must warm up your voice |
| **Playing** | 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.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of the song. | I know about the instrument I use in class  I know about the other instruments that might be played in a band or orchestra |
| **Improvisation** | Listen and copy back using instruments, using 2 different notes  Listen and play your own answer to a musical phrase using 1 or 2 different notes  To take it in turns to improvise | I know that improvisation is making up tunes on the spot  I know that when someone improvises, they make up their own tune that has never been heard before, it is not written down and it belongs to them  I know that using one or two notes confidently is better than using five  I know that if I improvise using the notes I am given, I cannot make a mistake  I know that I can use some of the riffs I have heard in my own improvisations |
| **Composition** | Help create at least one simple melody using one, three or all five different notes.  Plan and create a section of music that can be performed  Talk about how it was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | I know that a composition is a piece of music that is created by me that can be kept in some way and performed again.  I know that there are different ways of recording compositions including letter names, symbols and audio, |
| **Performance** | To choose what to perform and create a programme.  Present a musical performance designed to capture the audience.  To communicate the meaning of the words and clearly articulate them.  To talk about the best place to be when performing and how to stand or sit.  To record the performance and say how they were feeling, what they were pleased with what they would change and why. | I know that performing is sharing music with an audience  I know that a performance doesn’t have to be a drama! It can be to one person or to each other  I know that I need to have planned everything that will be performed  I know I must sing or rap the words clearly and play confidently when performing  I know that a performance can be a special occasion and involve an audience including people I don’t know  I know that a performance is planned and difference for each occasion  I know that a performance involves communicating feelings, thoughts and ideas about the song/music |