



Year 4 Music - Wider Opportunities – Woodwind (Dood) and a Victorian Mills Song – Autumn Term 2

What will we be learning?

Listening and Understanding

- **Folk music** and how and why it developed in Lancashire (REFLECTIVE and CURIOUS)
- What is the **structure** of a song?
- What is an **ostinato**?
- Why do composers use an ostinato in certain types of music?
- How do I hold my instrument? (Being RESPONSIBLE)
- How to I use my breath to make a sound? (Being RESILIENT)
- How do I control the dynamics?
- To play in 2 part harmony
- To sing with accuracy and control

Creating

- What does **improvising** mean and how do I do this on my Dood? (RESILIENCE)
- Can you explain how you have used **pitch, dynamics, rhythm** in your piece of music?
- Improvise and **compose** music for a **specific purpose**. (create an ostinato inspired by our trip Quarry Bank Mill)

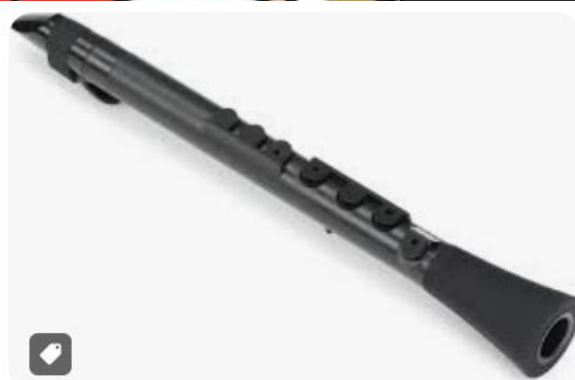


Key Questions

What style of music is this?

What instruments can you hear?

Can we recreate this ostinato using percussion instruments?



Key Vocabulary

graphic score	ostinato	rhythm
repeating	pulse	bar
melody	verse	chorus



Wider Opportunities – Woodwind (Dood) Year 4 Spring Term 1 and 2

We will continue learn how to play the Dood as a progression from our Recorder playing

We will learn the correct way to hold our instrument and how to look after it at home (RESPONSIBILITY)

We will learn the correct way to use our breath to create a good tone and to convey the mood of the music (REFLECTIVE)

We will learn to play and sing in 4 parts (RESLIENCE)

We will learn these notes: BAG progressing to C, F#, C#, Bb

We will learn about the rythm of notes (TA, TI-TI, TWOOO, FOUR)

We will begin to read these notes on a stave and keep in time as we play together

We will work on a polished performance for our friends and parents (RESILIENCE)

We will learn about our instruments place in the orchestra and famous people that play our instrument (CURIOSITY)

Key Vocabulary:

- We will learn about these interrelated dimensions of music: Pulse, Rhythm, Duration, Texture, Dynamics
- We will learn about vocabulary specific to our instrument: Reed, Tongue, woodwind
- Harmony and Parts





Year 4 Music – Woodwind Wider Opportunities – Summer Term 1

What will we be learning?

Listen and appraise Beethoven's 5th Symphony REFLECTIVE

Learn about the classical composer Ludwig Van Beethoven (*born in Germany, world famous composer, became deaf whilst composing*)
CURIOUS

Describe classical music and *know that orchestras are made up of four main sections: strings, woodwind, brass and percussion. We will place our instrument in these families.* CURIOUS

Use the repeating motif from Beethoven on our instruments RESILIENT

Improvise and compose a piece of music that uses the motif. RESILIENT

Record ideas on a graphic score. RESILIENT

Key Questions

Where was Beethoven born?
What symphony have you been studying?
How would you describe it?
What instrumental parts form an orchestra?

Key Vocabulary

composer	orchestra	graphic score
Classical music	symphony	Improvise
motif	compose	concerto





Year 4 Music – Woodwind Wider Opportunities Summer 2

- We will listen to 'Blackbird' by The Beatles and explore the social history that inspired the song (REFLECTIVE)
- We will learn who The Beatles were and why they are important in music history. (CURIOUS)
- We will play our instruments to Blackbird (RESILIENT and RESPONSIBLE)
- We will sing with increasing accuracy
- We will learn about the time and place that inspired Blackbird (REFLECTIVE and CURIOUS)
- We will compose on our instruments (DOOD)
- We will use Music technology to help us compose and record our compositions.
- We will perform for our friends and family! (RESILIENT)



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