

Year 4 Music		Autumn Term	
<b>National Curriculum Link:</b> Music Programmes of Study			
<b>Enrichment:</b> Harvest Festival, Remembrance, Christmas			
<b>Prior Learning:</b> Year 1, 2 & 3 objectives			
<b>Key Essential Skills and knowledge:</b>			
<u>Vocal Development</u>			
<ul style="list-style-type: none"> <li>I can use speaking voice with added expression and vocal tone.</li> <li>I can pitch match to sing pentatonic songs.</li> <li>I can sing in two-part canon.</li> </ul>			
<u>Rhythmic Development</u>			
<ul style="list-style-type: none"> <li>I can maintain a steady beat including changing tempos.</li> <li>I can maintain beat in groups of 2 or 3 with strong and weak beat.</li> <li>I can perform more complex words/syllabic rhythms.</li> </ul>			
<u>Instrumental Development</u>			
<ul style="list-style-type: none"> <li>I can continue to use body percussion to perform beat, words/syllabic rhythms and ta, ti-ti and sa patterns with increased accuracy.</li> <li>I can confidently use untuned percussion to perform beat and simple time rhythm in both solo and ensemble.</li> </ul>			
<u>Enhance/Improve/Compose</u>			
<ul style="list-style-type: none"> <li>I can identify very fast and very slow tempos using musical terminology- presto/largo.</li> <li>I can identify very loud and very soft dynamics using musical terminology fortissimo/pianissimo.</li> <li>I can identify and apply increasing and decreasing volume and use musical terminology crescendo/decrescendo.</li> </ul>			
<u>Listening Development</u>			
<ul style="list-style-type: none"> <li>I can identify the mood intent/emotion through discussion of melody, rhythm, tempo, dynamics, articulation, and instrumentation.</li> <li>I can continue to express verbally, artistically or in written form, the images that the music evokes in me.</li> </ul>			
<b>Sticky Knowledge:</b>			
To accurately pitch-match pentatonic intervals.			
<ul style="list-style-type: none"> <li>To maintain a steady beat to a variety of tempos including changing tempo.</li> <li>To perform more complex word/syllabic rhythms.</li> <li>To use body percussion and untuned percussion to perform beat and simple time rhythms with accuracy.</li> <li>To understand &amp; apply the different tempos, dynamics and articulations focused upon.</li> </ul>			
<b>Vocabulary:</b> Pentatonic scale			Presto Largo Fortissimo/pianissimo Crescendo/decrescendo
<b>Content:</b>			
<ul style="list-style-type: none"> <li>Singing in every lesson</li> <li>Movement linked to pulse</li> <li>Playing instruments</li> <li>Listening</li> <li>Experimenting and creating</li> </ul>			
<b>Thinking Deeper:</b>			
Using the knowledge given while listening to different repertoire and identify key characteristics and mood/emotion.			
<b>Possible books/resources:</b>			
YouTube Videos, books, instruments, flash cards, staff cards, keyboard cards			

**Links:**

**Subject Specific links** – geography –world knowledge/music; English -oral discrimination and listening, lyric writing/poetry; maths- patterning, fractions; science-sound production; history-music genres & periods in history; P.E.-co-ordination; RE-festivals & celebrations.

**Personal development** – performance, confidence, self-esteem & teamwork.

**SMSC** – Mental wellbeing

**Cultural Capital** – Festivals, National & World events.

**British Values** –Mutual Respect – turn-taking, listening, constructive criticism.

**Equality** – Inclusion- men and women in musical opportunities

**Independence** – Solo performance

**Community** – Sharing & performance to parents and the local community.

**Outdoor learning** – outdoor sound discrimination, soundscapes, starting points.

**National Curriculum Link:**

Music Programmes of Study

**Enrichment:**

Easter, Young Voices or Sing Up (Year dependant)

**Prior Learning:**

Year 1 and 2 objectives

**Key Essential Skills and knowledge:**

Vocal Development

- I can begin to maintain a part in partner songs.
- I can show melodic contour and use hand signs for pentatonic melodies.
- I can maintain a simple melodic ostinato.
- I can place and read so-la-mi on the music staff.

Rhythmic Development

- I can derive, create and notate simple time rhythm including ta, ti-ti, sa, tika-tika, with increased accuracy.
- I can maintain a rhythmic ostinato that includes ta, ti-ti, sa and tika-tika.
- I can begin to use formal names of semi-quavers for tika-tika.

Instrumental Development

- I can maintain a simple melodic ostinato on tuned percussion.
- I can play simple songs that include the notes B, A, G on recorder.

Enhance/Improve/Compose

- I can apply the use of accent when grouping beat.
- I can combine rhythmic notation with letter names to create short pentatonic phrases.
- I can use rhythmic notation cards to create sequences of 2, 3 or 4 beat phrases.

Listening Development

- I can recognise know musical styles/genres from their features.

**Sticky Knowledge:**

- To show melodic contour and use solfege hand signs for pentatonic melodies.
- To accurately derive, create and notate simple time rhythm, which include ta, ti-ti, sa and tika-tika.
- To use formal names for tika-tika/semiquaver.
- To perform a melodic ostinato on tuned percussion.
- To play simple melodies on recorder which include the notes of B, A, G.

**Vocabulary:**

Rhythmic ostinato  
Semiquaver

Tonguing  
Tone  
Melodic ostinato

Accent  
Metronome

**Content:**

- Singing in every lesson
- Movement linked to pulse
- Playing instruments
- Listening
- Experimenting and creating

**Thinking Deeper:**

Using the knowledge given to listen to different repertoire and identify key characteristics and mood/emotion.

**Possible books/resources:**

YouTube Videos, books, instruments, flash cards, staff cards, keyboard cards

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