



Y4 music overview 2019-20 *Musicals; Travelling minstrels; Big band music*

Musical Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through		
						Responding	Creating	Talking
						Exploring	Notating	
Singing	<ul style="list-style-type: none"> • Sing audibly with appropriate pitch, tempo, melody • Sing following a given manuscript (notation) • Sing in two part harmony 	<ul style="list-style-type: none"> • Class/group tuition with notation 	<ul style="list-style-type: none"> • Understanding history/origins of musicals • Understanding how musicals depict cultures • Understand tradition of travelling musicians • Understand history of big band music 	<ul style="list-style-type: none"> • Class teacher led presentations with children note-taking • Group research on musical, traveller, big band origins etc and instruments • Rehearsal in groups / as a class • Performances to class/assemblies • Class, then group opportunities to create compositions • Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM1: <ul style="list-style-type: none"> • Musicals (theatre) video clips • Research websites for projects (poster for show) • Sound recordings • Instruments for group composition (percussion) • Notation cards TERM2: <ul style="list-style-type: none"> • Travelling minstrels music video clips • Instruments for group composition (ukulele, drumming, percussion) • Research websites for projects (booklet) • Notation cards TERM3: <ul style="list-style-type: none"> • Big band music video clips • Instruments for group composition (brass, electric sounds, drum kits) • Research websites for projects (?) • Notation cards 	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)
Playing	<ul style="list-style-type: none"> • Play own composition with confidence • Play given manuscript score with confidence • Play a variety of instruments to a good level of expertise 	<ul style="list-style-type: none"> • Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> • Improvise with a variety of instruments • Improvise with voice • Improvise with harmonising group 	<ul style="list-style-type: none"> • Class/group improvisation games 						
Composing	<ul style="list-style-type: none"> • Compose own composition following written score • Compose after a musical, traveller, big band style • Compose for more than one instrument (including tempo, pitch, rhythm) 	<ul style="list-style-type: none"> • Class initial tutoring, then group opportunities for composition. 						
Listening	<ul style="list-style-type: none"> • Listen to variety of musical, traveller, big band music identifying particular elements • Listen to someone else's chosen recording • Listen to and critique other compositions 	<ul style="list-style-type: none"> • Listening element to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> • Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 music curriculum • Resolve conflicts and differing opinions should these arise • Enjoyment and relaxation music can offer • Use of imagination and creativity • Reflect on tasks • Investigating and offering views on ethical issues in music topics studied • Opportunities to and willingness to explore and understand music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> • Research using given websites and researching finding own 						