



Y4 music overview 2021-22

Musical Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking Exploring Notating
Singing	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind). Perform a range of songs in school worship 	<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 	TERM1: Musicals and Operas	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 and performing	<ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A) Reading notation <ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 						
Improvising	<ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations 	<ul style="list-style-type: none"> Class/group improvisation games 		<ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions 	TERM2: Film Music			
Composing	<ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the 	<ul style="list-style-type: none"> Class initial tutoring, then group 						

	<p>instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology 	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 		<ul style="list-style-type: none"> • Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM3: Reading Western Notation Ukeleles			
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 • Planned for opportunities to enable pupils to work with those of differing backgrounds 						

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