

Music Medium Term Plan

Year 4 Music Curriculum			
Unit	Playing With Rhythm – Playing together and rhythmic structures	Musical Contrasts	Melody Builders – exploring melodies and song structures
National Curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds Use and understand staff/stave and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music		
End of Unit Outcomes	Develop ensemble skills, learning to perform together rhythmically Follow and lead musical instructions Develop their knowledge of rhythmic notations Play from range of rhythmic notations, performing as a class and in small groups Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs)	Explore instrumental timbres, learning how instruments can be grouped and classified in different ways Listen to music such as The Young Person’s Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) Identify changes in tonality and develop recognition of major and minor chords through simple listening games Follow and lead performance directions, controlling instruments and voices Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	Learn to describe and internalize pitch and use their ‘thinking voice’ Develop improvisation skills, creating melodies using a small note range Compose melodies and record using graphic and letter notation Explore and recognize the structure of songs and music Compose lyrics and create simple musical arrangements Plan a class performance
Overview	<p>This term you can rustle up rhythm pizza and beatbox with Beardyman! Beginning with activities to get children performing together rhythmically, the children will learn to follow musical instructions and experience how it feels to be the conductor!</p> <p>Throughout the term, the children will develop their knowledge of rhythmic notation and use movement to express these concepts. They will have fun exploring songs such as Harvest Samba and will learn how music can be built by combining layers of rhythm.</p> <p>Developing ensemble skills is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children composing music within a rhythmic framework with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic motifs.</p>	<p>Staccato or legato, forte or piano, major or minor - this term is all about musical contrasts. Beginning with songs and activities which explore different instrumental timbres, the children will learn how instruments can be grouped and classified in different ways. They will listen to music such as The Young Person’s Guide To The Orchestra by Benjamin Britten and identify orchestral families (i.e. string, woodwind, brass, percussion).</p> <p>As well as comparing instrumental timbre, they will also learn to identify changes in tonality through singing songs such as The King’s Feelings, as well as developing recognition of major and minor chords through simple listening games.</p> <p>Playing together as an ensemble is a key focus for the term. The children will learn to lead and follow musical instructions and understand the importance of keeping an eye on the conductor! They will explore contrasts between staccato and legato articulation when singing and playing and learn to vary dynamics, tempo, timbre and pitch through a Kandinsky-inspired improvisation!</p> <p>The children will end the term by developing their understanding of musical structure. With a selection of activities to choose from,</p>	<p>The term begins with a range of songs and activities to get the children describing and internalizing pitch. As well as singing aloud, they will also learn to use their ‘thinking voice’, exploring games and songs such as That’s The Way We’re Put Together and Moving To The Music. From a pentatonic lucky dip to call-and-response melodies, the children will develop their composition and improvisation skills as they learn to create simple melodies using a given range of notes.</p> <p>As the term moves on, the children will compose and notate melodies using graphic and letter notation. They will identify how melodies can be organized in different ways, exploring cumulative structure in songs such as In The Jungle and identifying the use of call and response in the Papageno/Papagena duet from The Magic Flute by Mozart.</p> <p>Using song structure as inspiration, the term ends with an opportunity to compose lyrics and create simple musical arrangements, preparing them for performance. From a choice of activities, the children can write a new verse for a song, create and notate performance directions to accompany sections of a song or plan a class performance.</p>

		they can create music in AB or rondo form or explore motifs with a game of Musical Top Trumps!	
Sequence of learning	<p>Step 1: Copying Rhythmic Patterns and Performing Together <i>Rhythm Grids (1 lesson)</i></p> <p>To read and perform rhythms accurately and in time using body percussion</p> <p>To recall vocabulary of different tempos in music and apply them accurately</p> <p>To compose rhythmic patterns and perform at different tempos</p> <p>Step 2: Exploring Notation <i>Introducing Note Values (1 lesson)</i></p> <p>To recognize and define the duration of different note values while maintaining a steady beat</p> <p>To maintain movement accurately in time to music</p> <p>Step 3: Sticking to my part <i>Samba Band (2 lessons)</i></p> <p>To perform individual rhythms accurately and in time on instruments</p> <p>To play instrumental polyrhythms accurately and in time as an ensemble</p> <p>To identify instruments used in samba music</p> <p>To select instruments according to their timbre</p> <p>Step 4: Composing in a Rhythmic Framework <i>Festive Phrases (2 lesson)</i></p> <p>To compose music using spoken phrases</p> <p>To combine musical layers</p> <p>To develop a rhythmic composition</p> <p>To follow graphic notation</p> <p>To vary dynamics, tempo and articulation to enhance a performance</p>	<p>Step 1: Exploring instrumental timbre and instrument families <i>Instruments of the Orchestra (2 lessons)</i></p> <p>To recognize and define the instrumental families in an orchestra</p> <p>To recognize and define timbres of different instruments</p> <p>To recognize and recall the structure of a piece of music</p> <p>Step 2: Exploring major and minor tonalities <i>Major or Minor? (1 lesson)</i></p> <p>To begin to recognize major and minor tonalities</p> <p>Step 3: Recognizing and responding to musical instructions <i>Kandinsky Improvisation (1-2 lessons)</i></p> <p>To improvise sounds, varying timbre, dynamics, rhythm, pitch and tempo</p> <p>To follow a graphic score</p> <p>To play as an ensemble</p> <p>To lead an ensemble</p> <p>STEP 4: Composing in a structure <i>Catchy Chorus Returns (2-3 lessons)</i></p> <p>To create music with contrasting sections</p> <p>To recognize a rondo structure</p> <p>To follow a graphic score</p>	<p>Step 1: Describing and internalizing pitch <i>Ascending or Descending (1 lesson)</i></p> <p>To recognize direction of pitch accurately</p> <p>To use musical vocabulary to describe changes in pitch</p> <p>To recognize how melodies can be used as a ‘call to action</p> <p>Step 2: Composing and improvising with a given range of notes <i>Call and Response melodies (2 lessons)</i></p> <p>To perform on an instrument in time as an ensemble</p> <p>To perform call-and-response patterns</p> <p>To improvise a melodic response</p> <p>Step 3: Composing and notating melodies <i>Class Conducting (1 lesson)</i></p> <p>To follow graphic notation</p> <p>To play as part of an ensemble</p> <p>To lead an ensemble</p> <p>To use dynamics to enhance a performance</p> <p>Step 4: Exploring song structure and preparing for performance <i>Songwriter (2 lessons)</i></p> <p>To recognize the structure of a song</p> <p>To recognize rhythmic syllable placement in music</p> <p>To prepare songs for performance</p>
Key knowledge (Skills)	<p><u>Singing and Playing</u></p> <p>Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</p> <p>Internalize pitch and copy melodic phrases accurately</p> <p>Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)</p> <p>Sing songs in major and minor keys recognizing the difference in tonality</p> <p>Perform rhythms accurately, recognizing and defining note values and rests</p> <p>Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.</p> <p>Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble</p> <p>Play and perform simple melodies as a whole class or in small groups following appropriate notations</p> <p>Control changes in dynamics, tempo and articulation when singing and playing</p> <p>Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)</p> <p>Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement)</p> <p>Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)</p> <p><u>Listening</u></p> <p>Listen to music with an understanding of stories, origins and traditions, history and social context of the music they listen to, sing and play.</p> <p>Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).</p> <p>Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)</p>		

	<p>Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)</p> <p>Listen and describe direction and shape of melodies</p> <p>Recognize major and minor chords</p> <p>Listen and compare music, discussing similarities and differences and expressing preferences.</p> <p><u>Composing and Improvising</u></p> <p>Improvise rhythms or melodies</p> <p>Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)</p> <p>Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases</p> <p>Compose layers of rhythm (ostinato phrases)</p> <p>Make decisions about the overall structure of compositions and improvisations</p> <p>Compose music following a given musical structure (e.g. call and response, rondo, AB)</p> <p>Compose lyrics following a given rhythmic/rhyming structure</p> <p>Carefully select instrumental timbres to achieve an effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato /presto/lento, major/minor) Evaluate performances, making improvements where needed.</p> <p><u>Notation</u></p> <p>Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers</p> <p>Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)</p> <p>Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble</p> <p>Use graphic notations to represent layers of rhythm.</p> <p>Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas</p> <p>Use a graphic score to represent musical structure</p>		
Vocabulary	<p>Faster; slower; lento; adagio; andante; moderato; presto; accelerando; rallentando</p> <p>Pulse; duration; rhythm; semibreve; minim; crotchet</p> <p>Tamborim; agogo; ganza; reco reco; cuica; caixa; surdo; apito; samba; rhythm; middle-8; polyrhythmic; layers</p> <p>Loud; forte; softly; piano; staccato; legato; high; low; lilting; bright; tempo; pulse; combine; rhythmic layers; graphic notation</p>	<p>Orchestra; orchestral family; strings; woodwind; brass; percussion; timbre</p> <p>Major; minor; tonality; key</p> <p>Timbre; metallic; scratchy; bright; mellow; breathy; Kandinsky; colours; dynamics; forte; piano; crescendo; diminuendo; silence; conductor; blend; improvisation</p> <p>Rondo; chorus; contrast; structure; section; articulation; staccato; legato; fast; slow; accelerando; rallentando</p>	<p>Pitch; ascending; descending; lower; higher; melody; bugle call</p> <p>Call and response; rhythm; beat; rest; melody</p> <p>Graphic notation; rising; falling; continuous; tempo; dynamics; forte; fortissimo; piano; pianissimo</p> <p>Syllables; rhythmic placement; lyrics; verse; chorus; perform; solo; melody</p>