

Year 4 Music

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Bruno Rondo!	Singing and Pitch	Case Study: The Beatles/Oasis	World Music – African Drumming	Ukulele	Ukulele
	<i>Rondos, Ostinatos, melodies, and structure</i>	<i>Christmas</i>	<i>Pentatonic scale, composition, melody</i>	<i>Rhythms, Polyrhythms, Conducting and Ensemble playing</i>	<i>Ensemble playing, instrument handling, learning chords and simple melodies on tuned instrument</i>	<i>Ensemble playing, instrument handling, learning chords and simple melodies on tuned instrument</i>
Brief synopsis:	Children learn the difference between, Binary, Ternary and Rondo structure. They listen to examples of Rondo – e.g La Raspa/Mozart, Rondo Alla Turca Children use tuned instruments – keyboards/glockenspiels to compose melodic ostinatos that accompany a cover of We Don't Talk about Bruno. Children perform in a whole class ensemble of melodic ostinatos, drones, rhythm, percussion and vocals.	Children learn how to sing simple vocal harmonies and two part songs. Children practice singing in tune for their Christmas performances.	Children explore pitch and notate the melodies of vocal lines from Britpop/Beatles songs. They learn to follow notation and play Let It Be on keyboards/glockenspiels in C major. Children listen to Oasis songs and talk about verse/chorus/bridge structure. They work in small groups to compose simple melodies on tuned instruments, compose vocal lines	Children research the features of African Drumming: call and response, texture and layering, polyrhythms, emphasis on pulse and repetition and the master drummer. They also learn the names and types of African drum and their function. Children perform in whole class ensemble and practice playing in a 'polyrhythmic' style. Children lead groups/the whole class as the master drummer and direct playing by controlling the dynamics and tempo.	Children learn how to play the ukulele. They learn simple chords: C, F, Am, G, Dm and begin to play 3 note melodies on individual strings. Children learn how to play ukulele in a whole class ensemble, following the timing, pace and rhythm of a song. They perform to the rest of the school and parents at the end of the unit.	Children learn how to play the ukulele. They learn simple chords: C, F, Am, G, Dm and begin to play 3 note melodies on individual strings. Children learn how to play ukulele in a whole class ensemble, following the timing, pace and rhythm of a song. They perform to the rest of the school and parents at the end of the unit.

Year 4 Music

	Children peer review each others melody composition and use musical terminology to explain their comments.		and lyrics with a simple verse/chorus structure. Children practice notating their own compositions.			
Skills and knowledge focus:	I can sing in rounds, canons and in two part harmony I can name some periods in musical history, some great composers and describe some of the features of each genre. I can describe and perform changes in timbre, dynamics, tempo and duration. I can maintain an independent part in a group when playing or singing (rhythm, drone, rondo, ostinato, part singing) I can compose simple melodies and rhythms using standard notation and graphic scores	I can sing a range of songs demonstrating clear starts and ends of pieces and good phrasing and technical accuracy I can sing in rounds, canons and 2-part harmonies I can perform with an awareness of audience	I can read simple standard notation, including pentatonic scale notes in C major/A minor on a staff and play these on tuned instruments I can notate simple melodies and rhythms using standard notation I can compose simple melodies and rhythms using standard notation and graphic scores I can listen to music from different genres and can comment on features, structure, dynamics, tempo and texture. I can name some periods in musical history, some great composers and	I can maintain an independent part in a group when playing or singing (rhythm, drone, rondo, ostinato, part singing) I can listen to music from different genres and can comment on features, structure, dynamics, tempo and texture. I can compose simple melodies and rhythms using standard notation and graphic scores I can suggest, follow and lead simple performance directions.	I can play chords and simple melodies on a tuned instrument. I can maintain an independent part in a group when playing or singing (rhythm, drone, rondo, ostinato, part singing) I can suggest, follow and lead simple performance directions. I can perform with an awareness of audience	I can play chords and simple melodies on a tuned instrument. I can maintain an independent part in a group when playing or singing (rhythm, drone, rondo, ostinato, part singing) I can suggest, follow and lead simple performance directions. I can perform with an awareness of audience

Year 4 Music

	I can compose in response to range of music, create simple melodies, rhythmic patterns and accompaniments and use the pentatonic notes in my playing. I can listen to music from different genres and can comment on features, structure, dynamics, tempo and texture. I can listen to and share my ideas with others and am able to co-operate within a group I can suggest, follow and lead simple performance directions. I can offer comments about my own and other's work and suggest ways to improve.		describe some of the features of each genre. I can suggest, follow and lead simple performance directions. I can offer comments about my own and other's work and suggest ways to improve.			
--	---	--	---	--	--	--

Year 4 Music

Evidence:	In books: - RAG self assessment - Notation of melodic ostinato composition Video/audio: - Video of class Rondo	In books: Video/Audio: Recording of Christmas performance	In books: - RAG self assessment - History of Britpop worksheet/time line - Let it be notation - Lyric composition (1 verse, 1 chorus) - Pentatonic Melody notation in A minor Video/Audio: - Video of group work	In books: - RAG self assessment - Photo djembe playing - African instrument and features worksheet Video/Audio: - Video of drumming	In books: - RAG self assessment - Ukulele tab used Video/Audio: - Video of Soundmakers project	In books: - RAG self assessment - Ukulele tab used Video/Audio: - Video of Soundmakers project -
-----------	---	---	--	---	---	--