



# Year 4: Music

## Autumn 1 – Rock and Roll

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class.</p>	<ul style="list-style-type: none"> <li>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline is common in rock and roll.</li> <li>To know that playing in time means all performers playing together at the same speed.</li> <li>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>

## Autumn 2 – Adapting and transposing motifs

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Linking with the children's history topic on Romans children will begin to read musical motifs drawing on their understanding of musical notation. By the end of the unit, children will transpose, compose and perform a piece of music based on 'Here comes the Romans'.</p>	<ul style="list-style-type: none"> <li>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</li> <li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music.</li> <li>Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>Identifying scaled dynamics (crescendo/decrescendo).</li> <li>Using musical vocabulary to discuss the purpose of a piece of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style.</li> <li>Beginning to improvise musically within a given style.</li> <li>Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>Using letter name, graphic and rhythmic notation and musical vocabulary</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency)</li> </ul>

		<ul style="list-style-type: none"> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</li> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>
--	--	--

### Spring Term 1 – Changes in Pitch, Dynamics and Tempo

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<ul style="list-style-type: none"> <li>• To know that when you sing without accompaniment it is called 'A Capella'.</li> <li>• To understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>• An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>• To know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>• Beginning to improvise musically within a given style.</li> <li>• Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>• Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .</li> </ul>

### Spring Term 2 – Whole Class Instrumental Lesson (South Africa)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.</p>	<ul style="list-style-type: none"> <li>• To know the key features of South African Gumboot music.</li> <li>• To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.</li> <li>• To know the correct technique for playing tuned percussion instruments.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>• Recognising the use and development of motifs in music.</li> <li>• Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>• Identifying common features between different genres, styles and traditions of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>• Beginning to improvise musically within a given style.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</li> </ul>

## Summer 1 – Samba and Carnival Sounds

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Within this unit of work, children will learn what samba music is and which instruments are used in carnival festivals.</p>	<ul style="list-style-type: none"> <li>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Identifying common features between different genres, styles and traditions of music.</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Beginning to improvise musically within a given style.</li> <li>Creating a piece of music with at least four different layers and a clear structure.</li> <li>Suggesting improvements to others work, using musical vocabulary.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .</li> <li>Playing syncopated rhythms with accuracy, control and fluency.</li> </ul>

## Summer 2 – Ballads

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<ul style="list-style-type: none"> <li>To know that a ballad tells a story through song.</li> <li>To know that lyrics are the words of a song.</li> <li>To know that in a ballad, a 'stanza' is a verse.</li> </ul>	<p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> </ul> <p><u>Composing</u></p> <ul style="list-style-type: none"> <li>Composing a piece of music in a given style with voices and instruments.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> </ul>