



Year 4: Music

Block 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"> 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. 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. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Using musical vocabulary to discuss the purpose of a piece of music. <p><u>Performing</u></p> <ul style="list-style-type: none"> 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. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. . Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Block 2 – Whole Class Ukulele

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:

Block 3– Adapting and Transposing Motifs (Romans)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Children will learn to sing a Roman song and learn to play a repeated pattern. Children will begin to create their own repeating pattern and transpose a motif.</p>	<p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in manywell-known pieces.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p><u>Composing</u></p> <ul style="list-style-type: none"> To compose a musical motif using appropriate notation. To develop and transpose a musical motif. <p><u>Performing</u></p> <ul style="list-style-type: none"> Sing in time and in tune following lyrics to a song. To perform different versions of a musical motif. Play melody on untuned percussion with control.

Block 4– 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"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music.

	<p>the 'off beat' is beats that fall in between these.</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Recognising, naming and explaining the effect of the interrelated dimensions of music. <p><u>Composing</u></p> <ul style="list-style-type: none">• Beginning to improvise musically within a given style.• Creating a piece of music with at least four different layers and a clear structure.• Suggesting improvements to others work, using musical vocabulary. <p><u>Performing</u></p> <ul style="list-style-type: none">• Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .• Playing syncopated rhythms with accuracy, control and fluency.
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