



Music Curriculum: Year 4

What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- 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 with increasing aural memory
- use and understand staff 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

Term	Topic	Key Learning	Vocabulary
Autumn	Body and tuned percussion	Know that deciding the structure of music when composing can help us create interesting music with contrasting sections Know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture' Know that a 'loop' in music is a repeated melody or rhythm Know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music Recognise the use and development of motifs in music Identify gradual dynamic and tempo changes within a piece of music Recognise, name and explain the effect of the interrelated dimensions of music Identify scaled dynamics (crescendo/decrecendo) within a piece of music Use musical vocabulary to discuss the purpose of a piece of music Use musical vocabulary when discussing improvements to their own and others' work Compose a coherent piece of music in a given style with voices, bodies and instruments Develop melodies using rhythmic variation, transposition, inversion, and looping Create a piece of music with at least four different layers and a clear structure Suggest improvements to others work, using musical vocabulary Sing and play in time with peers with accuracy and awareness of their part in the group performance Play melody parts on tuned instruments with accuracy and control and developing instrumental technique	body percussion, tempo, rhythm, structure, texture, contrast, compose, loop, melody, pitch, keyboard



Music Curriculum: Year 4

<p>Spring</p>	<p>Changes in pitch, tempo and dynamics</p>	<p>know that when you sing without accompaniment it is called 'A Capella'</p> <p>o understand that harmony means playing two notes at the same time, which usually sound good together</p> <p>Know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice</p> <p>know that 'performance directions' are words added to music notation to tell the performers how to play</p> <p>Recognise the use and development of motifs in music</p> <p>Identify gradual dynamic and tempo changes within a piece of music</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>Use musical vocabulary to discuss the purpose of a piece of music</p> <p>Use musical vocabulary when discussing improvements to their own and others' work</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Begin to improvise musically within a given style</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>Use letter names, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Sing 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</p> <p>Sing and play in time with peers with accuracy and awareness of their part in the group performance</p>	<p>A Capella, breathing, dynamics, harmony, texture, tempo, ostinato, percussion, layer</p>
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Music Curriculum: Year 4

Summer 1	Samba and carnival sounds and instruments	<p>Know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms</p> <p>Understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these</p> <p>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</p> <p>Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Identify common features between different genres, styles and traditions of music</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music</p> <p>Use musical vocabulary to discuss the purpose of a piece of music</p> <p>Begin to improvise musically within a given style</p> <p>Create a piece of music with at least four different layers and a clear structure</p> <p>Suggest improvements to others work, using musical vocabulary</p> <p>Sing and play in time with peers with accuracy and awareness of their part in the group performance</p> <p>Play syncopated rhythms with accuracy, control and fluency</p>	<p>Brazil, carnival, samba, batucada, bacteria, cowbell, agogo, chocalho, ganza, aixa, surdo, tambourim, repinique, rhythm, texture, dynamic, structure, off beat, pulse, syncopation, composition, break</p>
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Music Curriculum: Year 4

Summer 2	Adapting and transposing motifs	<p>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!)</p> <p>Know that 'transposing' a melody means changing its key, making it higher or lower pitched</p> <p>Know that a motif can be adapted by changing the notes, the rhythm or the order of note</p> <p>Recognise the use and development of motifs in music</p> <p>Identify gradual dynamic and tempo changes within a piece of music</p> <p>Identify common features between different genres, styles and traditions of music</p> <p>Recognise, name and explain the effect of the interrelated dimensions of music</p> <p>Identify scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>Use musical vocabulary to discuss the purpose of a piece of music</p> <p>Use musical vocabulary when discussing improvements to their own and others' work</p> <p>Compose a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Begin to improvise musically within a given style</p> <p>Develop melodies using rhythmic variation, transposition, inversion, and looping</p> <p>Use letter names, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Suggest improvements to others work, using musical vocabulary</p> <p>Sing 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</p> <p>Sing and play in time with peers with accuracy and awareness of their part in the group performance</p> <p>Play melody parts on tuned instruments with accuracy and control and develop instrumental technique</p>	pitch, tempo, motif, repeating pattern, riff, mosaic, quaver, beat, minim, dotted minim, semibreve, transposing, rhythm, flat, sharp, loop, ostinato, composition, repetition
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