**Year 4 Music Curriculum – Autumn Term**

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| **Theme: Pulse** |
| **Curriculum objectives** | **Vocabulary** | **Links across the 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 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. | **Keyword** | Definition  | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | **PSHE** – **History –** **English** – **Science –**  |
| **Adagio** | At a slow speed | **Pentatonic** | A five note scale Eg C, D, E, G, A |
| **Bass line / Ground bass** | A repeating bass line | **Pulse** | The regular ‘heartbeat’ of a piece, holding the core timing together in a song |
| **Crotchet** | A musical note lasting 1 beat | **Rest** | Rests can be put in place of a note, signalling a pause. |
| **Drone** | A sustained sound, which could be a single note or a chord. | **Riff** | Another word for a melodic ostinato (short repeated phrase) |
| **Internalising words** | To hear the words in your head without saying them out loud | **Syncopation** | Changes in rhythm where notes are accented. |
| **Minim** | A 2 beat note | **Tempo** | The speed at which a piece of music is played |
| **Ostinato** | A repeated musical phrase or rhythm | **Time Signatures** | two numbers that sit on top of each other to specify how many beats arecontained in each musical bar, and which note value is equivalent to a musical beat. |
| **Prior Learning:**Pulse- Year 3 | **Future Learning:**Pulse- Year 5 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Play confidently, identifying and maintaining a steady pulse
 | * In this lesson, children will experience graphical notation and how this can be used to read and perform a range of rhythms and patterns.
 | * Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
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| 1. Perform and lead simple pieces in 4/4 time using ostinatos and drones
 | * In this lesson, children will explore the importance of pulse whilst also experimenting with ostinatos which are based around pentatonic (5 note) scales.
 | * Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches
* Understand the differences between crotchets, paired quavers and crotchet rests.
* Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
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| 1. Maintain an independent part in a small group piece that includes a ground bass, and offer comments about my own and others’ work and ways to improve.
 | * In this lesson, children will listen to two tracks which use samples of Pachelbel’s Canon - Coolio I’ll C U When U Get There and a piano version. This is then built upon with children playing the key bassline which underpins these songs, working with a strong emphasis on maintaining a steady pulse.
 | * Understand the differences between minims, crotchets, paired quavers and crotchet rests.
* Perform in two or more parts (e.g. melody and accompaniment or a duet)
* Copy short melodic phrases
* Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
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| 1. Maintain an independent part in a small group piece that includes a syncopated rhythm, and offer comments about my own and others’ work and ways to improve.
 | * In this lesson, children will listen to and explore the theme song to Mission Impossible. This song works around an ostinato pattern which repeats over ten beats. This is used to construct and perform their own ostinato based piece.
 | * Sing rounds and partner songs in different time signatures (2, 3 and 4 time)
* Copy short melodic phrases
* Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
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| 1. Compose, perform and lead simple pieces, maintaining an independent part.
 | * In this lesson, children use the skills learnt in this unit to create their own original group performance. The children will then perform these to be recorded and assessed during the next lesson.
 | * Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches
* Capture and record creative ideas using  graphic symbols or rhythm notation
* Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
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| 1. Offer comments about my own and others’ work and ways to improve, using appropriate musical vocabulary.
 | * In this lesson, children watch back their performances from the previous lesson and make self and peer assessments. They will share their thoughts and observations with the rest of the class, using a range of newly learnt vocabulary.
 | * Play the performances
* Offer feedback / suggestions / opinions about the performance.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 2 and 5
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| **EYFS** | Understanding the World |
| **1** | Pulse |
| **2** | Pulse |
| **3** | Pulse |
| **5** | Pulse |
| **6** | Pulse |

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| **Dynamics** |  |
| **Tempo** | * Lessons 2 and 3
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| **Composition** | * Lessons 2, 5 and 6
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