**Year 4 Music Curriculum – Autumn Term**

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| **Theme: Voice** | | | | | | | | | |
| **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 | **Phrase** | a series of notes that sound complete even when played apart from the main song. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Diction** | forming words clearly and accurately | **Pitch** | how high or low a note is | | |
| **Dynamics** | the volume of sound | **Pitch-match** | sing the same pitch as the leader | | |
| **Harmony** | A musical effect created by a combination of tones or arrangement of multiple parts | **Rhythm** | The pattern of sounds played through time, formed by a series of notes | | |
| **Octave** | a distance of eight notes (eg. A-B-C-D-E-F-G-A’) | **Scale** | a set of musical notes ordered by pitch. | | |
| **Ostinato** | a repeated rhythm or melody. | **Tempo** | the speed at which a piece of music is played. | | |
| **Pentatonic scale** | a 5 note scale which consists of the 1st, 2nd, 3rd,5th and 6th notes of a scale.  Eg. C, D, E, G, A. | **Tone** | A musical or vocal sound with reference to its pitch, quality, and strength. | | |
| **Prior Learning:**  Voice- Year 3 | | | | | **Future Learning:**  Voice- Year 5 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Sing fluently with an awareness of my breathing and pronunciation. | | * In this lesson, children will learn a Polynesian Canoe song called ‘Tongo’. They will sing this as a call and response (2 parts). An ostinato will be added using notes from a pentatonic scale. They will also be introduced to the song ‘Spaceman’ and will learn the chorus. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). | | |
| 1. Sing with an awareness of my breathing and pronunciation and sing fluently in unison and pitch match accurately. | | * In this lesson, children will learn the traditional folk song ‘Senwa Dedende’ in 2 or 4 parts. They will also continue learning ‘Spaceman’ and will revise ‘Tongo’ and add an ostinato part. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony | | |
| 1. Sing fluently and can maintain an independent part. | | * In this lesson, children will learn the final part of ‘Spaceman’’ They will also create their own class ‘School song’ based on London’s Burning’ where they will layer different phrases and maintain their own parts. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony | | |
| 1. Sing fluently and with an awareness of my breathing and pronunciation. | | * In this lesson, children will revise the song ‘Senwa Dedende’ and add a clapping rhythm. They will also be introduced to the song ‘Shine On’. They will learn the beginning of this song. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony | | |
| 1. Sing fluently with confidence and with an awareness of my breathing and pronunciation. | | * In this lesson, children will learn the rest of the song ‘Shine on’. They will then practise all of the songs learnt during this unit and prepare them for a performance for parents or the rest of the school. Children will perform the songs, record and appraise. This feedback will be used to improve their performances. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony | | |
| 1. Sing fluently with confidence and with an awareness of my breathing and pronunciation and comment on my own and other’s performances. | | * In this lesson, children will perform to their parents/ rest of the school. The performance will be recorded and children will watch and evaluate their own and others’ performances. They will complete a self assessment grid. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) * Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony * Perform a range of songs in school assemblies | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Voice | | **2** | Voice | | **3** | Voice | | **5** | Voice | | **6** | Voice | | |
| **Dynamics** | * Lessons 1-6 | | | | | | |
| **Tempo** | * Lessons 2-6 | | | | | | |
| **Composition** | * Lesson 3 | | | | | | |