**Year 4 Music Curriculum –Spring Term**

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| **Theme: Rhythm** | | | | | | | | | |
| **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 | **Melody** | A group of notes played one after another to make a tune (a melody) | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Canon** | A piece in which two or more parts play the same musical idea at different times | **Minim** | a 2 beat note | | |
| **Crotchet** | a 1 beat note | **Ostinato** | A repeated musical phrase or rhythm | | |
| **Crotchet rest** | a 1 beat rest | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **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. | | |
| **Graphic notation** | using non-standard symbols to represent written music | **Phrase** | A ‘musical sentence’ created by a series of notes, sounding complete even when played  alone | | |
| **Improvise** | Composing music while performing it without notation | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is  also known as the beat. | | |
| **Rhythm** | A pattern of sounds played through time, formed by a series of notes. | **Round** | A song in which singers perform the same melody but at staggered starting points, producing  overlapping harmony. | | |
| **Tempo** | the speed at which a piece of music is played | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the overall  quality of the sound. | | |
| **Prior Learning:**  Rhythm- Year 3 | | | | | **Future Learning:**  Rhythm- Year 5 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse | | * Children will watch a clip of the clapping game, ‘Sevens’ and learn the different patterns. They will then develop and extend the clapping patterns as a class, performing the parts as a round; composing their own rhythms; layering different rhythms to create a range of textures and playing rhythms created by their peers. | | | | | * Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble * Capture and record creative ideas using graphic symbols | | |
| 1. Follow rhythm notation, accurately play a rhythmic phrase and maintain a steady sense of pulse | | * Children will learn a chant with 4 notated rhythms. They will select 2 of these rhythms to repeat as a melodic ostinato using notes from a major pentatonic scale. | | | | | * Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches * Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars * Understand the differences between minims, crotchets, paired quavers and rests * Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble | | |
| 1. Create and perform different rhythms and play them confidently within a set structure. | | * Children will follow a graphic score. They will match graphic scoring with standard notation and keep a part going in an ensemble. Finally they will suggest off-beat rhythms (not notated) and perform these in 2 parts. | | | | | * Capture and record creative ideas using graphic symbols / 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 * Understand the differences between minims, crotchets, paired quavers and rests. | | |
| 1. Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse. | | * Children will watch ‘Connect It’ by Anna Meredith. This performance, written for the BBC Ten Pieces, will become the starting point for children to create a range of body percussion sounds. Musical concepts such as repetition, layering and texture will be explored and used to compose and notate a piece using a graphic grid. | | | | | * Capture and record creative ideas using  graphic symbols / 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 | | |
| 1. Create and perform different rhythms and play them confidently within a set structure. | | * Children will continue to work on the rhythm grids from the last lesson. If finished, they will create a new 16 beat grid. By combining the two, they will have created a piece of music that follows an ABA structure which they will perform to the rest of the class. | | | | | * Capture and record creative ideas using  graphic symbols / 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 | | |
| 1. Assess musical performances, offering constructive feedback on my own and others’ work. | | * Children will watch the recordings of the previous week’s performances. Group discussion and appraisal will follow with the children producing peer and self-assessment through spoken and written feedback. Using this feedback to improve their work, they will then perform again to an audience if possible. | | | | | * Watch the recorded performances and evaluate each performance as a class. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 2 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Rhythm | | **2** | Rhythm | | **3** | Rhythm | | **5** | Rhythm | | **6** | Rhythm | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 1, 2 and 4 | | | | | | |
| **Composition** | * Lessons 1, 3, 4 and 5 | | | | | | |