**Year 4 Music Curriculum –Spring Term**

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| **Theme: Pitch** | | | | | | | | | |
| **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 | **Ostinato** | A repeated musical phrase or rhythm | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Chord** | Two or more notes played together to achieve harmony. | **Phrase** | A ‘musical sentence’ created by a series of notes which sounds complete even when played alone | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Pitch** | How high or low a note is | | |
| **Harmony** | The sound of two or more notes played simultaneously | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. | | |
| **Legato** | Played smoothly - the opposite of ‘staccato’ | **Rhythm** | A pattern of sounds played through time, formed by a series of notes. | | |
| **Major** | A simple major scale can be played using all the white notes on the piano starting and ending on C. An example major chord is C-E-G and music in major keys is said to sound happy. | **Scale** | An ordered sequence of notes in either ascending or descending order | | |
| **Minor** | A simple minor scale can be played from A to A on a keyboard. An example minor chord is A-C-E and music in minor keys is said to sound sad. | **Staccato** | Short and spiky, the opposite of Legato. | | |
| **Octave** | The distance between one note (eg. C) and the next note of the same pitch name 8  notes apart. | **Timbre** | The quality or ‘colour’ of sound that make one voice or instrument different from another | | |
| **Tempo** | The speed at which a piece of music is played | **Triad** | A 3 note chord often made of notes 1, 3 and 5, eg. C-E-G. | | |
| **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the  overall quality of the sound. |  |  | | |
| **Prior Learning:**  Pitch- Year 3 | | | | | **Future Learning:**  Pitch- Year 5 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Respond to songs and music creatively and explore different pitch sounds | | * Children will listen to different music, commenting specifically on the pitches used in the music and the subsequent mood created. They will work in groups to compose 2 short phrases that represent 2 contrasting moods, using pitch as well as other inter-related dimensions to reflect this. | | | | | * Explore developing knowledge of musical components by composing music to create a specific mood | | |
| 1. Aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range. | | * Children will learn about major and minor triads and how they are used. They will then practice identifying them aurally. They will listen to more emotive music, specifically focussing on ‘El Condor Pasa’ by Simon and Garfunkel which describes a condor bird in flight. The children will then work in small groups to compose music which is inspired by this imagery, exploring pitch changes to create different effects. | | | | | * Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching my voice accurately * Explore developing knowledge of musical components by composing music to create a specific mood * Capture and record creative ideas using graphic symbols * Understand major and minor chords and how they are used | | |
| 1. Aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range. | | * Children will build on their understanding of graphic notation, linking this to pitch movement. They will begin to relate rises and falls to stave notation. | | | | | * Capture and record ideas using graphic symbols * Read and perform pitch notation within a defined range. | | |
| 1. Create simple rhythmic patterns, melodies and accompaniments. | | * Children will explore music written for cartoons, specifically looking at a Tom and Jerry scene. This will generate a class discussion around how certain instruments, sounds and musical effects have been used to accompany the action in the clip. Children will then create a class composition to perform alongside the cartoon. | | | | | * Explore developing knowledge of musical components by composing music to create a specific mood * Improvise on a limited range of pitches on the instrument I am learning, making use of musical features including smooth (legato) and detached (staccato) | | |
| 1. Create simple rhythmic patterns, melodies and accompaniments. | | * Children will work in small groups to create their own music to accompany a different Tom and Jerry clip. They will use prior learning from the unit, specifically around pitch, dynamics and tempo changes to create a suitably dramatic and atmospheric composition. | | | | | * Explore developing knowledge of musical components by composing music to create a specific mood * Improvise on a limited range of pitches on the instrument I am learning, making use of musical features including smooth (legato) and detached (staccato) | | |
| 1. Comment on my own and other’s performances using Yr 4 vocabulary learnt | | * Children will watch the recording from Lesson 5 and evaluate their performances. They will self and peer assess to help make improvements to their pieces and perform again to an audience, taking on board the feedback they have received. | | | | | * Understand major and minor chords and how they are used | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1-5 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Pitch | | **2** | Pitch | | **3** | Pitch | | **5** | Pitch | | **6** | Pitch | | |
| **Dynamics** | * Lesson 5 | | | | | | |
| **Tempo** | * Lesson 5 | | | | | | |
| **Composition** | * Lessons 1, 2, 4 and 5 | | | | | | |