**Year 4 Music Curriculum –Summer Term**

|  |
| --- |
| **Theme: Technology, structure and form** |
| **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  | **Lyrics** | the words to a song | **PSHE** – **History –** **English** – **Science –**  |
| **Audio effects** | effects used to alter the character and sound of an instrument or audio loop | **Minim** | a 2 beat note |
| **Audio recording** | make a recording of sound | **Music technology** | Using an electronic device or equipment to make music |
| **Bridge** | A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to. | **Outro** | the section that ends a song. The last part of song structure. |
| **Crotchet** | a 1 beat note | **Paired quavers** | two quavers, half a beat each which together equals 1 beat |
| **Delay** | echo | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music |
| **Intro** | A song introduction, or ‘intro’ for short, is the first part of song structure. | **Reverb** | an electronically produced echo effect in live and recorded music. |
| **Loops** | a repeating section of sound | **Rhythm** | a pattern of sounds played through time, formed by a series of notes |
| **Song structure** | the arrangement of a song, typically in sections | **Tempo** | the speed at which a piece of music is played |
| **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music | **Verse and chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/ wherethe verse will change words but the chorus will stay the same |
| **Prior Learning:**Technology, structure and form- Year 3 | **Future Learning:**Technology, structure and form- Year 5 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Recognise, respond and use multiple sections within song structure
 | * Children will listen to a range of songs, from different genres, and work with a partner to identify the different sections. Chn are introduced to the idea of C sections (and the bridge section) and will have to listen out to identify at what point the C section comes in.
 | * Recognise, respond and use multiple sections within song structure
 |
| 1. Recognise, respond and use multiple sections within song structure
 | * Children will compose their own rhythms and rehearse performing them in small groups. Each group is given a chosen structure to follow when performing their pieces. The class will listen to the performances and make judgements and offer feedback according to the given success criteria on the slides.
 | * 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. Use voice, sounds, technology and instruments in creative ways
 | * Children will use either GarageBand or Bandlab Education to create a simple piece / performance which demonstrates clear structure. Building on prior learning, children will be expected to have clear sections which use a consistent number of beats and bars before changing into the next section.
 | * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
* Begin to make compositional decisions about the overall structure of improvisations.
* Learn the basic skills of a selected musical software
 |
| 1. Use voice, sounds, technology and instruments in creative ways
 | * Children will use GarageBand or Bandlab Education to perform or create their own pieces with clear sections. Children will be shown how to incorporate the use of audio effects into their use of Music Technology and use these new skills when creating their pieces.
 | * Explore developing knowledge of musical components by composing music to create a specific mood
* Learn the basic skills of a selected musical software
 |
| 1. Use voice, sounds, technology and instruments in creative ways
 | * Children will be given one of a selection of differentiated song structures to create a piece to. They will have the option of including the use of audio effects to help add further variation to their song structures.
 | * Learn the basic skills of a selected musical software
 |
| 1. Comment on my own and other people’s performances using Yr 4 vocabulary learnt
 | * Children will listen to and appraise the performances / compositions from the previous lesson. Judgements will be made, after critical listening has taken place, to assess whether each piece / performance has accurately created a piece in the given song structure.
 | * Comment on my own and other people’s performances using Yr 4 vocabulary learnt
 |
| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** |  |

|  |  |
| --- | --- |
| **EYFS** | Understanding the World |
| **1** | Technology, structure and form |
| **2** | Technology, structure and form |
| **3** | Technology, structure and form |
| **5** | Technology, structure and form |
| **6** | Technology, structure and form |

 |
| **Dynamics** |  |
| **Tempo** |  |
| **Composition** | * Lessons 2-6
 |