**Year 4 Music Curriculum – Summer Term**

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| **Theme: 20th Century Music** |
| **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  | **Motif** | a short musical idea | **PSHE** – **History –** **English** – **Science –**  |
| **Bridge** | a contrasting section of music, often used in the middle of a song between the verse andchorus | **Pentatonic scale** | a musical scale of five notes |
| **Genre** | a style, or particular type of music | **Phasing** | identical lines of music played synchronously, but slowly becoming out of time with eachother |
| **Graphic score** | using non-standard symbols to represent written music | **Phrase** | a distinct musical idea within a piece of music |
| **Harmonies** | a combination of notes played together that produce a pleasing effect | **Rest** | silence in place of a note being played |
| **Hook** | a short, catchy idea to catch people’s attention | **Rhythms** | the patterns of sounds played through time, formed by a series of notes |
| **Lyrics** | the words to a song | **Standard notation** | the system of writing down music commonly used in Western music, consistingof 5 lines (stave) which individual notes are written onto |
| **Melodies** | notes that are played one after the other to make a tune (a melody) | **Tempo** | the speed at which a piece of music is played |
| **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality ofthe sound in a piece of music | **Verse and chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where theverse will change words but the chorus will stay the same |
| **Prior Learning:**20th Century Music- Year 3 | **Future Learning:**20th Century Music- Year 5 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Identify and perform features of Minimalism
 | * Children will identify the key features of Minimalism. They will listen to examples of phasing, and create their own clapping rhythms.
 | * Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars
* Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
* 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. Identify and perform features of musicals.
 | * Children will identify the key features of Musicals. They will listen to songs from The Lion King, and create their own jungle soundscape.
 | * Explore developing knowledge of musical components by composing music to create a specific mood
* Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
* Create short pentatonic phrases using a limited range of 5 pitches
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| 1. Identify and perform features of Pop music
 | * Children will identify the key features of Pop music. They will listen for hooks, and create their own.
 | * Sing and play phrases as self-standing compositions.
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| 1. Create a piece of music using features of different genres.
 | * Children will plan and rehearse their own composition in response to the key features of Minimalism, Musicals and Pop music.
 | * Begin to make compositional decisions about the overall structure of their work
* Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument I am learning. Sing and play these phrases as self-standing compositions.
* Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars
* Explore developing knowledge of musical components by composing music to create a specific mood
* Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
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| 1. Create and practise a piece of music using features of different genres
 | * Children will rehearse and perform their compositions to an audience.
 | * Begin to make compositional decisions about the overall structure of their work
* Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument I am learning. Sing and play these phrases as self-standing compositions.
* Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars
* Explore developing knowledge of musical components by composing music to create a specific mood
* Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
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| 1. Comment on my own and other people’s performances
 | * Children will watch their performances. They will give and receive feedback about their compositions.
 | * Peer-assess and self-assess the compositions using success criteria.
* Provide success criteria to focus on during the performance.
* Feedback findings in a group setting.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lessons 2, 4 and 5
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| **EYFS** | Understanding the World |
| **1** | 20th Century Music |
| **2** | 20th Century Music |
| **3** | 20th Century Music |
| **5** | 20th Century Music |
| **6** | 20th Century Music |

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| **Dynamics** |  |
| **Tempo** | * Lessons 1, 2, 4 and 5
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| **Composition** | * Lessons 4, 5 and 6
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