

Year 4 – Music Overview



Topic	Rock and Roll	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sound and instruments (Theme: South America)	Body and tuned percussion (Theme: Rainforest)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Adapting and transposing melodies (Theme: Romans)
Linked Books	 	  	  	 	 	 
Prior learning	<p>To identify structure and texture in music</p> <p>To use body percussion</p> <p>To create musical rhythms using body percussion</p>	<p>To understand the history of rock and roll music</p> <p>To be able to perform with a sense of style</p>	<p>To sing in two parts using expression and dynamics</p> <p>To recognise key elements of music</p> <p>To perform a vocal</p>	<p>To recognise and identify the main features of samba music</p> <p>To understand and play syncopated</p>	<p>To identify structure and texture in music</p> <p>To use body percussion</p> <p>To create musical rhythms using body</p>	<p>To describe the festival of Hanami using words and sounds</p> <p>To represent a blossom tree using sounds</p> <p>To identify different musical</p>

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	To create simple tunes To build and improve a composition	To play a walking bass line on tuned percussion To be able to play a rock and roll bass line To be able to play a rock and roll piece of music	ostinato To create and perform an ostinato To improve and perform a piece of music based around ostinatos	rhythms To play syncopated rhythms as part of a group To compose a basic rhythmic break To perform rhythmic breaks within the samba piece	percussion To create simple tunes To build and improve a composition	features To work as a group to create a piece of music to celebrate Hanami To perform a piece of music to celebrate Hanami
Composer	Jim Jacobs, Warren Casey, performed by Glee cast Born to Hand Jive Jim Jacobs, Warren Casey, performed by Grease cast Sha-Na-Na - Born to Hand Jive Elvis Presley Blue Suede Shoes Buddy Holly Oh Boy! Bill Haley & His Comets Rock Around the Clock	George Butterworth Loveliest of Trees from 'A Shropshire Lad' May Kay Yau The Last Bloom, Demise of the Cherry Blossoms	La batería de Virgen de los Reyes Unknown	David Paich, Jeff Porcaro Perpetuum Jazzile – Africa Composer - Steve Reich, performers - Santi Carcasona Clapping Music for Five Performers Sam Tsui, Alex G, Kina Grannis, Kurt Schneider Cups from Pitch Perfect's 'When I'm Gone'	Performers - Line Halstad & Hallgeir Bjerke The River is Flowing Smetana Ma Vlast – Moldau Ben E King Stand by Me KT Tunstall Black Horse and The Cherry Tree	Beethoven 5th Symphony in C Minor John Barry Main theme from James Bond
Substantive knowledge	To understand the history of rock and roll music To be able to perform with a sense of style To play a walking bass line on tuned percussion To be able to play a rock and roll bass line To be able to play a rock and roll piece of music	To sing in two parts using expression and dynamics To recognise key elements of music To perform a vocal ostinato To create and perform an ostinato To improve and perform	To recognise and identify the main features of samba music To understand and play syncopated rhythms To play syncopated rhythms as part of a group To compose a basic rhythmic break	To identify structure and texture in music To use body percussion To create musical rhythms using body percussion To create simple tunes To build and improve a composition	To describe the festival of Hanami using words and sounds To represent a blossom tree using sounds To identify different musical features To work as a group	To sing in tune and in time To understand what a musical motif is To compose and notate a motif To develop and transpose a musical motif To combine and perform different versions of a musical motif

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		a piece of music based around ostinatos	To perform a piece of music with rhythmic breaks within the samba piece		to create a piece of music to celebrate Hanami To perform a piece of music to celebrate Hanami	
Skills	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrecendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.
Listening						

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		Using musical vocabulary when discussing improvements to their own and others’ work.				
Composing:		Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Beginning to improvise musically within a given style. Suggesting improvements to others work, using musical vocabulary.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. Suggesting improvements to others work, using musical vocabulary.
Performing	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency	Singing longer songs in a variety of musical styles from memory, with	Singing and playing in time with peers with accuracy and awareness	Singing and playing in time with peers with accuracy and	Singing and playing in time with peers with accuracy and	Singing longer songs in a variety of musical styles from memory, with accuracy,

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	<p>and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>	<p>of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>
Vocabulary	<p>bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line</p>	<p>a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p>	<p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p>	<p>composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary</p>	<p>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>