



Term 1  
 Links to prior knowledge  
 Simple notation and use of musical terminology  
 How to use different rhythmic patterns  
 Use of improvisation  
 Performance techniques

Romans

**INTENT**

**IMPLEMENTATION**

**IMPACT**

**KNOWLEDGE**

**ACTIVITIES**

**OUTCOMES**

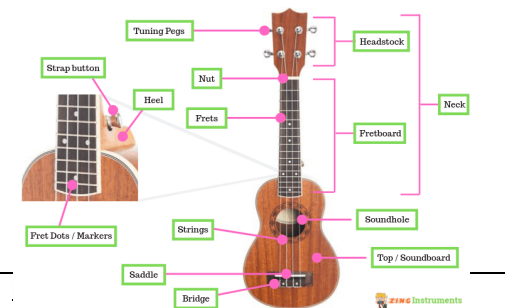
- What an ukulele is
  - The names of key parts of an ukulele (see below)
  - Practical method to play ukulele -where to put fingers for different notes/how to hold instrument
  - How to strum/pluck
  - How to read musical representation of the notes
  - Name of the notes and how to play them on the instrument
  - How to compose simple pieces
  - That Romans played Tuba, Panpipe, Lyre, Tympanum, Bugles, Cithara, Aulo.
  - That Nero was meant to have played the Lyre as Rome burned
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/classroom-resource-roman-music>

- Learn to play the ukulele (notes and chords)
- Draw and label a ukulele
- Learn about the history of ukulele, where it originates etc
- Explore instruments of Roman period, compare and contrast with known instruments
- Listen to traditional Roman music and look at its use in society

**PUPILS will know**  
 What their instrument is, the names of key parts and the name of notes.

**Will be able to**  
 Play simple tunes on a ukulele.  
 Perform in front of an audience of varying sizes.  
 Compose a simple piece on their instrument.

**Will understand**  
 That music is made when you pluck or strum the strings of a ukulele. That by playing their fingers in different places on the frets they can change the note. The progression between playing single notes and playing chords.



**VOCABULARY**

**POPULAR MUSIC**

**Extra-Curricular Opportunities**

**Questioning**

Duration – steady beat, short and long sounds  
 Pitch – High and Low  
 Tempo – Fast and Slow  
 Dynamics – Loud and Quiet  
 Timbre – The tone and quality of the sound – rough smooth, spiky etc.  
 Structure – Phrases of a song and the overall plan of a piece – verse/chorus/verse  
 Ostinato – Repeated rhythmic pattern or melodic shape  
 Drone – Pitched note played continuously throughout a piece  
 Steady Beat – Regular pulse (in time)  
 Repetition – A melodic phrase that is repeated, or recognising that the chorus/verse is repeated  
 Musical Symbols  
 Ambitious vocabulary  
 Score – A written form of musical composition  
 Phrase – Short section of a melody  
 Sequence – one after another  
 Graphic Score – Notation using pictures or symbols  
 Rhythm Pattern – A group of long and short sounds  
 Pentatonic – five note scale  
 Tuned percussion – percussion that can play different notes/Untuned percussion

Popular Music

Style	Title	Artist(s)
Jazz	Take the 'A' Train <sup>4</sup>	Billy Strayhorn/Duke Ellington Orchestra
90s Indie	Wonderwall	Oasis
Rock n Roll	Hound Dog	Elvis Presley
Pop	With a Little Help with My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Beginner and advanced recorder groups often working towards a bronze, silver or gold medal.  
 Opportunities for peripatetic music lessons within school.  
 Choir  
 Ukulele group

What are the names of the different parts of the Ukulele?  
 How do you hold a Ukulele?  
 How do you play a C chord?  
 Point to the rest symbol.  
 What does tempo mean?  
 What family does the Ukulele belong to?


**SKILLS**

Web links:

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Develop facility in playing ukulele
- Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).

<https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-index/zv43382>

<ul style="list-style-type: none"> <li>• Perform musically in Christmas concert</li> <li>• Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>• Play music that includes rests</li> <li>• Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• instrumental playing with narrative and movement</li> <li>• Follow a conductor with basic hand signals</li> </ul>		
<p><b>LINKS</b> English, Maths, RE, Geography, History, Life learning</p>	<p><b>SMSC links</b> Listen to, and participate in, performances for the school and wider community. Appreciate how different cultures have contributed to popular music genres today. Develop a sense of enjoyment of and reflect on a variety of music. Understand how music can raise emotions and explore the range of feelings it can invoke. Use imagination in group work, composing and listening.</p>	

Curriculum Coherence – Year 4		Musical Appreciation Focus		
Term 2		World War 2		
INTENT	IMPLEMENTATION		IMPACT	
KNOWLEDGE	ACTIVITIES	OUTCOMES		
<ul style="list-style-type: none"> <li>- Names of musical styles from different periods in history – Swing, Jazz,</li> <li>- Be familiar with the vocabulary below and how to use it to describe pieces of music from WW2</li> <li>- Music was used to raise morale in WW2</li> <li>- Music was used as propaganda in WW2</li> <li>- That Glenn Miller was a significant figure in Big Band music – local link as he was based in Bedford during WW2. Yearly festival at Twinwoods just outside Bedford to celebrate this type of music and dance.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a range of musical styles, some linked to topic others used as a means of contrast. E.g how did music during WW2 change from previous music.</li> <li>- Sing songs from the era e.g Run Rabbit</li> <li>- Look at use of music to boost morale, appraisal technical structure of music to see how use of major keys is more positive than minor.</li> <li>- Learn and perform dances of WW2 – identify the pulse, rhythm and tempo.</li> <li>- Use boom whackers to play the melody using simple notation</li> <li>- Explore life and music of Glenn Miller, Twinwoods museum outside Bedford celebrates his music.</li> </ul>	<p><b><u>PUPILS will know</u></b> How music can effect emotions and be used as propaganda. How to listen to a piece and critical appraise it.</p> <p><b><u>Will be able to</u></b> Perform in front of an audience of varying sizes. Talk confidently about a musical piece and use musical terminology to appraise it. Identify music from different periods in history and compare them.</p> <p><b><u>Will understand</u></b> That music can be used for more than just listening and pleasure (e.g. propaganda – look at William Walton’s music in Henry V specifically designed to boost morale in WW2)</p>		



**VOCABULARY**

See previous term

**SKILLS**

- Sounds to create particular effects (Timbre)
- Rhythm patterns in music from different times and places
- The pentatonic scale
- Pitched notes that move by steps or leaps to make short phrases/melodies
- Music that describes feelings or moods using dynamics, tempo and timbre
- Music that incorporates rests
- Different groups of beats such a two or three time

**MUSICAL APPRAISAL OPPORTUNITIES**

Title	Composer	Period
Symphony No. 5	Beethoven	Classical
O Euchari	Hildegard	Early
For the Beauty of the Earth	Rutter	20th Century
Jai Ho from Slumdog Millionaire	A. R. Rahman	21st Century
Hallelujah from Messiah	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from The Planets	Holst	20th Century
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

**LINKS**

PE – swing dance, History, Geography



Term 3	Extreme Earth																									
INTENT	IMPLEMENTATION	IMPACT																								
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Names of different styles of music – Soul/Gospel, Rock, Classical and Pop</li> <li>- Understand stage craft and how to use body/voice when performing</li> <li>- The importance of warming voice and taking care of voice</li> <li>- How to improvise</li> <li>- Music can create different sound effects</li> <li>- Compose music based on different stimulus</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Listen to and sing a new style of music 'Lean on Me' – Soul/Gospel</li> <li>- Perform different warm up activities for voice</li> <li>- Perform musically in end of term concert</li> <li>- Discuss lyrics to a range of songs</li> <li>- Critically appraise songs via Charanga</li> <li>- Play an instrument to accompany different songs</li> <li>- Improvise using voice or instrument</li> <li>- Explore different musical traditions, link to topic work.</li> <li>- Create sound effects for different types of extreme Earth events e.g. Volcano</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b> How to project their voice when performing and how to take care of their voice. Essentials of stagecraft. General features of a soul/gospel song.</p> <p><b>Will be able to</b> Perform in front of an audience of varying sizes. Sing and compose music.</p> <p><b>Will understand</b> That music is very versatile. How to use their singing voice appropriately, understanding posture, dynamics, projection and controlling pitch.</p>																								
<p><b>VOCABULARY</b> As previous terms</p>	<p><b>MUSICAL APPRAISAL OPPORTUNITIES</b></p>																									
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use breath to help project voice and hit different notes</li> <li>• Awareness of how to tune and change voice</li> <li>• Vary lilt and intonation in voice to create expression</li> <li>• Sing songs in a variety of styles with an awareness of the tone of their voices and the shape of the melody</li> <li>• Sing songs showing musical expression (phrasing, changes of tempo, dynamics and reflecting the mood and character of the song)</li> <li>• Sing two or three part rounds with more confidence and increasing accuracy</li> <li>• Sing confidently as part of a small group or solo being aware of posture and good diction (Stage Craft)</li> <li>• Copy short phrases and be able to sing up and down in step independently</li> <li>• Recognise aurally the range of percussion used in school and some individual instruments taught in school</li> <li>• Recognise music from different times and countries identifying elements that give its unique sound</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Identify the structure of a song such as a verse/chorus</li> <li>• Identify the metre of a song – two or three time</li> <li>• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings</li> </ul>	<p>Musical Traditions</p> <table border="1" data-bbox="687 1178 1190 1346"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Punjab/UK</td> <td>Bhangra</td> <td>Bhabiye Akh Larr Gayee</td> <td>Bhujhangy Group</td> </tr> <tr> <td>Trinidad</td> <td>Calypso</td> <td>Tropical Bird</td> <td>Trinidad Steel Band</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Peliatan</td> </tr> <tr> <td>India</td> <td>Indian Classical</td> <td>Sahela Re</td> <td>Kishori Amonkar</td> </tr> </tbody> </table>	Country	Tradition	Title	Artist/Composer	Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group	Trinidad	Calypso	Tropical Bird	Trinidad Steel Band	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	India	Indian Classical	Sahela Re	Kishori Amonkar	
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<p><b>LINKS</b> Geography , Design Technology, Art and Design, History, PSCE, PE (opportunities for various cross-curricular links).</p>																										