

Year four Music Long Term Planning

<p style="text-align: center;">Perform Singing/playing</p>	<p style="text-align: center;">Explore and Compose Playing and Exploring</p>	<p style="text-align: center;">Listen, Reflect and Appraise Creating and thinking critically</p>
<p>Using their Voices</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with an awareness of the tone of their voices and the shape of the melody • Sing songs showing musical expression (phrasing, changes of tempo, dynamics and reflecting the mood and character of the song) • Sing two or three part rounds with more confidence and increasing accuracy • Sing confidently as part of a small group or solo being aware of posture and good diction • Copy short phrases and be able to sing up and down in step independently <p>Using instruments</p> <ul style="list-style-type: none"> • Maintain two or more different ostinato patterns in a small instrumental group against a steady beat • Play music that includes rests • Use tuned percussion instruments with increasing confidence to accompany songs and improvise • Play by ear - find known phrases or short melodies using tunes instruments • Play music in a metre of two or three time • Read and play from some conventional symbols • Combine instrumental playing with narrative and movement • Follow a conductor with basic hand signals • Perform to an audience of adults or other classes with increasing confidence 	<p>Exploring</p> <ul style="list-style-type: none"> • 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 <p>Composing</p> <ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones • A simple melody from a selected group of notes such as a pentatonic scale • Music that has a recognisable structure; Beginning, Middle and End of Verse/chorus • A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to friendly audience • Use a range of ICT to sequence, compose, record and share work 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion used in school and some individual instruments taught in school Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language. • Recognise music from different times and countries identifying elements that give its unique sound • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify the structure of a song such as a verse/chorus • Identify the metre of a song - two or three time • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings

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Key words

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 of music

Steady Beat - Regular pulse (in time)

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Repetition - A melodic phrase that is repeated, or recognising that the chorus/verse is repeated

Musical Symbols - Symbols that are used in a graphic score or traditional notation

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

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How we achieve this:

Singing assembly with whole school once a week which involves singing in unison and in parts for enjoyment and special assemblies such as Harvest, Christmas, Easter and end of term assemblies.

Listening to musicians in school who perform in singing assembly and end of term assemblies.

Christmas Performances and Class assemblies – At Christmas the whole of Key Stage 2 performs a simple Christmas play. This includes singing altogether and songs with actions and instruments by each individual class. Year 4 perform a leavers assembly to parents and important people from the local community.

Class Assemblies – Each class performs an assembly for parents and the school that involves singing, speaking, showing work and playing instruments.

Class Time –

Action songs - often related to topic

Lessons related to the topic being taught involving composing, listening and performing.

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Extra Curricula Activities

Beginner and advanced recorder groups often working towards a bronze, silver or gold medal

Choir

Music lessons through Inspiring Music

Resources:

Sing up - sing up membership for the whole school giving access to songs, music, words and lesson plans.

Trolley of music instruments found in the music room

A variety of music to listen to related to each topic