LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 4

*‘Believe and Achieve’*

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| National Curriculum Subject Content Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 5 * improvise and compose music for a range of purposes using the inter-related dimensions of music 6 * listen with attention to detail and recall sounds with increasing aural memory 7 * use and understand staff and other musical notations 8 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 9 * develop an understanding of the history of music 10 |

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| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Mamma Mia | Glockenspiel 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind & Replay |
| Style of main song | Pop | Mixed styles | Grime | Gospel | The Beatles / Pop | Classical |
| Unit theme | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul / Gospel music and helping one another | The Beatles, equality and civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental parts |  | | | | | |
| Key | G | Multiple pieces |  | C | C | Revise existing |
| One Note | G | C |  | C | C |
| Easy Part | G | C + D |  | C + F | C + B |
| Medium Part | G + A | C D + E |  | E F + G | G A B + C |
| Melody | G A B + C | C D E F + G |  | G A B C D + E | C D E F + G |

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| Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
| To be able to talk about some of the style indicators of a song and the lyrics of a song  To be able to discuss musical dimensions featured in a song - texture, dynamics, tempo, rhythm and pitch  To be able to identify the main sections of a song  Listen carefully and respectfully to other people's thoughts about music | To understand it is important to listen to each other when singing as part of an ensemble  To sing in unison and in simple two-parts and follow a leader  To be able to re-join a song if lost  To listen to the group when singing | Know how pulse, rhythm and pitch work together and how to keep an internal pulse  Play any one, or all of four, differentiated parts on a tuned instrument - a simple or medium part or the melody of the song  To experience leading the playing by making sure everyone plays in the playing section of the song  To rehearse and perform their part within the context of the Unit song | To be able to sing, play and copy back at gold challenge from the scheme | To know there are different ways of recording compositions i.e. letter names, symbols, audio  To create at least one simple melody using 1,3 or 5 different notes  Plan, create and talk about a section of music that can be performed within the context of a unit song  Listen to and reflect upon the developing composition and make musical decisions (pulse, rhythm, pitch etc)  Record a composition in a way that recognises the connection between sound and symbol | Present a musical performance designed to capture the audience  To communicate the meaning of the words and clearly articulate them when performing  Record their performance and say how they felt, what went well and what they would change and why |