

Year Group: Year 4		
<b>Focus Songs</b>	Mamma Mia, Stop!, Lean on me, Blackbird.	
<b>Genres Covered</b>	Pop, mixed styles, grime, gospel, soul.	
<b>Key Musicians/ Composers</b>	Abba, The Beatles.	
<b>Keywords</b>	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	
<b>Instruments</b>	Percussion instruments including tambourines, triangles, drums, maracas. Glockenspiels, Ukuleles (Lucy).	
	<u>Knowledge</u>	<u>Skill</u>
<b><u>Listen and Appraise</u></b>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and be able to talk about: <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style)</li> <li>The lyrics: what the song is about</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>To talk about the music and how it makes them feel.</li> <li>To listen carefully and respectfully to other people's thoughts about the music.</li> <li>To try to use musical words.</li> </ul>
<b><u>Singing</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Singing in a group can be called a choir</li> <li>Leader or conductor: A person who the choir or group follow</li> <li>Songs can make you feel different things e.g. happy, energetic or sad</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> </ul>

	<ul style="list-style-type: none"> <li>● Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>● Texture: How a solo singer makes a thinner texture than a large group</li> <li>● To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>● To sing with awareness of being 'in tune'.</li> <li>● To rejoin the song if lost.</li> <li>● To listen to the group when singing.</li> </ul>
<b><u>Improvisation</u></b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> <li>● To know that using one or two notes confidently is better than using five</li> </ul> </li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>● Improvise using instruments in the context of a song they are learning to perform.</li> </ul>
<b><u>Composition</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● To help create at least one simple melody using one, three or all five different notes.</li> <li>● To plan and create a section of music that can be performed within the context of the unit song.</li> <li>● To talk about how it was created.</li> <li>● To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<b><u>Performance</u></b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● You need to know and have planned everything that will be performed</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion ● It involves communicating</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● Present a musical performance designed to capture the audience.</li> <li>● To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.</li> <li>● To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>

**Transcribe**

- To recognise the notes EGBDF and FACE on the musical stave.
- To recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

- Children should understand how notes are used when reading music.
- To begin to recognise how many beats are represented in the symbols for a minim, crotchet and semibreve.