

Music – Year 4

Content

Big Questions

Autumn 1: Why do composers choose certain instruments?

Autumn 2: Can voices create more emotion through harmonies?

Spring 1: Why do we have sheet music?

Spring 2: Can voices create more emotion through harmonies?

Summer 1: Do major and minor chords change the mood of a song?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ul style="list-style-type: none"> ▪ Use all musical elements to describe, compare and evaluate music. ▪ Explain and describe how different musical elements have been used to create different effects. ▪ Compose a short piece based on a theme. ▪ Maintain their own part in a performance, with confidence to take the lead and suggest ideas to others. ▪ Maintain a complex part within an ensemble and to sing accurately in tune. ▪ Perform from and write using all notation taught. 	<ul style="list-style-type: none"> ▪ Children can use pitch, duration, dynamics, tempo duration and structure to compare and evaluate music. ▪ Discuss and explore reasons why one musical instrument (rather than another) has been used to create different moods and effects on the audience using their aural memory to name string, brass and percussion instruments that they can hear as well as any keyboard instruments. ▪ Maintain their own part within an ensemble – either whole class, a trio or a quartet. ▪ Sing in tune with expression and begin to sing harmonies ▪ Be familiar with the value of crotchets, quavers and minims and crotchet rests. ▪ Begin to recognise the pitch of notes on a stave with increasing accuracy. ▪ Hold the ukulele correctly and finger chords without looking ▪ Strum the ukulele in time to the beat and perform with growing confidence. 	<p><u>Term 1</u> tempo piano organ musical purpose</p> <p><u>Term 2</u> conductor dynamics perform</p> <p><u>Term 3</u> tempo time technique</p>	<p><u>Term 1</u> duration chord</p> <p><u>Term 2</u> direction project</p> <p><u>Term 3</u> chord combine pattern</p>	<p><u>Term 1</u> staccato legato harpichord accordion celeste major chord minor chord</p> <p><u>Term 2</u> harmony melody two-part round vocal control</p> <p><u>Term 3</u> fingering major minor ensemble</p>

		<u>Term 4</u> voice song rehearse technique tempo dynamics performance <u>Term 5</u> rhythm crotchet minim semibreve performance	<u>Term 4</u> verse chorus cue <u>Term 5</u> chord	<u>Term 4</u> conductor unison <u>Term 5</u> quavers stave notation composition evaluate
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Knowledge

Substantive Knowledge

Term 1 – Listening & Appraising (Why do composers choose certain instruments?)

Lesson 1: LO – To know what duration is and how it is used in music.

duration, tempo

Children to know that the duration in music is how long each note is played/sung for. Not to be confused with tempo; the tempo tells us the general speed of the music. Using music sung by a choir, show the children performances where choirs sing using different durations.

Discuss with children if all instruments can create different durations. Allow time for children to be practical with the instruments and experiment at creating different durations. Is there a common theme?

Lesson 2: LO – To understand how duration is used to affect a piece of music.

duration, staccato, legato

Children to know that duration is used in music to create long and short sounds from various instruments. Children to understand that duration can also be used to affect the emotions created through the music. It may be that certain instruments are selected to be part of the music to create specific sounds for a particular duration. This could be short, sharp notes

Disciplinary Knowledge

To hold a part when singing in harmony

To hold, tune and play the ukulele

To read stave notation, following the rhythm and pitch

To read music using strategies

To improvise to create music

To perform with self confidence

To listen to discern the instruments within music.

To listen and understand how the elements of music have been used to put the piece together.

(staccato) or long, continuous notes (legato). Play children examples of staccato and legato – do they convey emotion? How do they affect the feeling/mood of the music? Use Chic – Le Freak and Nimrod – Elgar as examples.

Children to consider how they make them feel and discuss whether it has moved them in any way.

Lesson 3: LO – To know the types of keyboard instruments.

piano, organ, harpsichord, accordion, celeste

Children to know that there are different types of keyboard instruments. Introduce children to piano, organ, harpsichord, accordion and celeste. Allow children time to listen and compare the sounds they make. What are the similarities and differences? Are they used for the same purpose? Show children examples of them being played. Children to be able to identify them clearly and talk about their features and sounds in comparison to each other.

Lesson 4: LO – To know what a major chord is.

chord, major chord

Children to know that a major chord contains the 1st, 3rd, and 5th notes of a major scale. For example, the C major scales consist of the notes C, D, E, F, G, A, B, C in order. The notes of a C major chord are the 1st (the root note), 3rd, and 5th notes, which are C (the root note), E and G. The notes C, E & G create the C major chord. Children to know that major chords have a happy, uplifting sound to them.

Lesson 5: LO – To know what a minor chord is.

chord, minor chord

Children to know that a minor chord contains the 1st, 3rd and 5th notes of a minor scale. Children to know that minor chords have a sad, lowered sound to them in comparison to major chords. Children should be able to identify the difference between the two types of chord.

Lesson 6: LO – To know how to identify major and minor sounds.

major chord, minor chord, musical purpose

Children to know how to identify major and minor chords and sounds through their knowledge gained from previous lessons on these chord types. Use 'Jai Ho' for children to identify major and minor sounds. Children should comment and analyse the music in terms of the major and minor sounds/chords they can hear. Children to discuss why major or minor chords/sounds may be used in a piece of music for a particular purpose.

Children to recognise how different chords combine can make a purpose

Term 2 – Singing (Can voices create more emotion through harmonies?)

Lesson 1: LO – To know how to sing a two-part round.

two-part round

Children to know that a round is a short musical piece in which multiple voices sing the same melody but start the song at different times. When each singer gets to the end of the song, they return to the beginning and start again. Show children an example of this being done.

Children to begin singing in two parts with view to creating a two-part round.

Discuss the impact that singing can have on mental health?

Lesson 2: LO – To understand how to respond to directions for dynamics.

direction, dynamics, conductor

Children to recall the meaning of dynamics (Y3 retrieval). Break down the song 'Can You Feel the Love Tonight' into smaller parts to rehearse. Explain to the children that the chorus will require louder dynamics in comparison to the gentle, softly-sung verses. Children to practice showing a clear difference in dynamics when singing. Adult to lead as conductor and give/provide direction of the dynamics required when singing.

Lesson 3: LO – To know what harmony is.

harmony, melody

Children to know that harmony can be defined as any vocal part that is sung with the melody, but is different from the melody. In general, harmony parts follow the shape of the melody. Children to understand that the melody is the general tune of the song. A harmony can be created by singing at the same time as somebody else but using different notes that fit appropriately with the melody. Singing together with these different notes that work well alongside each other creates a harmony. Show children this in action from professionals.

[How does choral music express emotion through harmonies?](#)

Lesson 4: LO – To understand how a harmony is created when singing in two parts.

harmony, melody

Children to understand how a harmony can be created when singing by singing in two parts – one-part melody, the other part harmony. Children to practice singing the song with just the melody first. Model to the children how a harmony can be created by singing similar notes that fit alongside the melody. Children to practice singing in two parts confidently.

Lesson 5: LO – To know how to perform effectively as part of a group.

vocal control, project, perform

Children to know that to sing effectively as part of a group, it is important that the parts are known very well and to follow the conductor closely in order to stay in time with each other and follow the directions given. Children to use songs 'Happy' and 'Mango Walk' in order to use these features when singing. Allow time for children to practice and rehearse before performing.

Term 3 – Ukulele (Why do we have sheet music?)

Lesson 1: LO – To know how to combine chords smoothly.

chord, combine, tempo, fingering

Children to recall chords learnt in Y3 (C chord/ G7 chord/F chord). Allow time to rehearse and practice. In order to combine chords and play them one after the other at different speeds, children need to combine them fluently. Once children have regained the technique correctly, develop fluency by playing them repeatedly using different tempos and then getting children to switch between the chords smoothly. This may take practice and time to recall the correct fingering accuracy. Remodel where necessary. Children to be able to combine chords and switch smoothly in transition.

[Discuss with the children the importance of self-discipline when learning a musical instrument](#)

Lesson 2: LO – To know how to play the D7 chord.

major, pattern, fingering

Children to know the required finger patterns in order to play the D7 chord. Using 'Ukulele from the Beginning', model to the children how to create the D7 chord shape (include visual finger chart examples to support here). Allow time for children to practice the technique and playing the chord with a clear sound.

Lesson 3: LO – To know how to play the A minor chord.

major, minor, technique

Children to know the required finger patterns in order to play the A minor chord. Using 'Ukulele from the Beginning', model to the children how to create the A minor chord shape (include visual finger chart examples to support here). Allow time for children to practice the technique and playing the chord with a clear sound.

Lesson 4: LO – To know how to play the D minor chord.

major, minor, technique

Children to know the required finger patterns in order to play the D minor chord. Using 'Ukulele from the Beginning', model to the children how to create the D minor chord shape (include visual finger chart examples to support here). Allow time for children to practice the technique and playing the chord with a clear sound.

Lesson 5: LO – To know how to create a successful ensemble performance.

ensemble, time, technique

Children to be able to play as an ensemble with the ukulele using a well-known tune. Using 'Drunken Sailor' or 'Grandfather's Clock', children to apply knowledge of chords learnt to play one of these songs. Refer to finger chart examples of the chords and use these to develop confidence when playing the chords to the songs. Children to know that in order to play as part of a successful ensemble, they need to play in time with a clear sound. Allow time for children to practice in small groups before developing this to whole-class. Recap key parts that are proving more challenging in terms of keeping in time and/or producing a clear sound. Discuss what happens when musicians in a band don't stay together in time.

Term 4 – Easter Performance (Can voices create more emotion through harmonies?)

Lesson 1: LO – To know the songs to rehearse.

voice, song, rehearse

Children to be shown the songs that make up the performance that will be being rehearsed throughout the term. Allow time for children to listen through the set before choosing two to focus on at these early stages

Children to appreciate how music is used in different ways in different contexts.

Lesson 2: LO – To understand the parts of the songs.

verse, chorus, technique

Children to understand the different parts of the song (e.g. verse/chorus). Children to know that the chorus repeats. This should be practiced first to ensure it is fluent and clear. Break down the songs being rehearsed into small chunks. Encourage children to stand when singing; retrieve Y2 knowledge of warm-up techniques before singing.

Lesson 3: LO – To know how to sing collectively as a group.

conductor, tempo, dynamics

Children to know that in order to sing collectively together, it is important to listen to each other carefully and watch/listen for the leader (conductor). Children to know that the conductor leads a group of musicians when performing – the conductor determines the tempo and leads musicians into a piece of music before, during and after a performance. Practice singing key parts collectively and ensure children are in time together and singing using appropriate level of dynamics.

Lesson 4: LO – To understand how to follow cues.

conductor, cue, unison

Children to understand the importance of following cues. Children to practice following an adult's lead (conductor) when rehearsing songs. Adult may signal for children to sing louder/quieter or faster/slow and children should practice watching, looking and following those cues. Children should also be aware of starting and stopping with instruction from the conductor. Children should start and stop at the same time in order to sing in unison and to sing collectively.

Discuss what happens when choristers do not follow cues from the conductor and how that impacts the group performance

Lesson 5: LO – To know how to rehearse ready for a performance.

conductor, unison, performance

Children to rehearse the full set of songs using all skills taught and rehearsed. Children should sing collectively, in unison, whilst following the conductor/leader. Children should pitch accurately and use appropriate tempo/dynamics when singing along to the music. Stop and practice key parts where necessary in order to ensure the performance sound is tight.

Term 5 – Ukulele (Do major and minor chords change the mood of a song?)

Lesson 1: LO – To know simple music notation.

stave, crotchet, minim, semibreve, quavers

Children to know that crotchets are worth one beat, minims are worth two beats, semibreves are worth four beats and quavers are worth half a beat. Children should be able to articulate the difference in note value through clapping or playing a rhythm. Children to be introduced to the stave and the notes that are placed on the stave. Use FACE in the SPACE and EGBDF (Every Green Bus Drives Fast).

Discuss how understanding the musical notes add to help learning how to play a musical instrument and the self-discipline is needed.

Lesson 2: LO – To understand how to follow notation.

rhythm, stave, notation

Children to be introduced to sheet music (use Ukulele from the Beginning) – model how to play from this. What notes can be seen that we have used before? Children should begin to recognise these. Children to practice playing along to sheet music.

Lesson 3: LO – To know how to play a new tune in unison with others.

chord, notation, rhythm

Children to build on knowledge of playing technique, notation, and rhythm to learn a new ukulele tune (Ukulele from the Beginning). Children to use finger patterns for chords and sheet music to follow when playing. Develop the ability of playing in unison.

Lesson 4: LO – To understand how to create a group composition using notation.
composition, notation

Children to work in pairs to create their own composition using the ukulele and musical notation learnt (crotchets/minims/semibreves/quavers). Children to use the notation to create simple rhythms that can be practiced and rehearsed using the ukulele. Provide children with example sheet music as a model/scaffold.

Children exploring their delight and curiosity creating their own sound with others.

Lesson 5: LO – To know how to reflect on a performance.
composition, evaluate, performance

Children to perform their compositions to others and know how to reflect on a performance or composition. Children to discuss what went well with the performance, what could be adapted/changed next time and how it could be improved in the future. Children could have written response to this or record it via video like an interview.

Concepts

Appraising	Experimenting	Expressing	Performing
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Skills

Listening and Appraising	Composition	Musicianship	Singing	Performing/ Instrumental Performance
<p>Pitch, tempo, structure, dynamics and duration are discussed by the pupils to describe how the overall effect is created through their application in the piece.</p> <p>Pupils to listen to music and to identify percussion, keyboard string and brass instruments that they can hear.</p> <p>Pupils can explain why the instruments are used to create the feeling/mood of the piece.</p>	<p>Improvise using the ukulele making use of musical features including smooth (legato) and detached (staccato).</p> <p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of phrases arranged into bars.</p> <p>Create music for a specific mood (to accompany a short film clip).</p> <p>Introduce major and minor chords using the ukulele.</p>	<p>Reading Notation</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation when singing</p> <p>Follow and perform simple rhythmic scores to a steady beat.</p> <p>Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>Continue to sing a broad range of unison songs pitching the voice accurately and following directions for dynamics</p> <p>Sing rounds and partner songs</p> <p>Introduce vocal harmony so that children sing in two parts.</p>	<p>Follow sheet music to play the ukulele/sing with growing independence.</p> <p><u>Ukulele:</u> Recap Y3 Learn about upstrokes Drunken sailor Grandfather's clock Where did you get that hat?</p> <p>Mulberry bush Greensleeves Henry 8th</p>

<p>Pupils can clap the pulse of music and move in time with the beat, beginning to recognise major and minor chords.</p> <p>Use: Bhabiye Akh Larr Gayee – Bhangra Chic-Le Freak Jai Ho – from Slumdog Millionaire (not PCD) Nimrod – Elgar</p> <p><u>Live music experience:</u> Travelling by tuba alternated on a two-year cycle with a bhangra workshop</p>	<p>Capture and record creative ideas using notation and/or technology if available.</p>		<p>Perform a range of songs in school assemblies.</p> <p>Use: *Can you feel the love tonight (Little *Voices Ballads) Happy (Easy hits book) *Servant king (in two parts) *Mango Walk (Ta-ra-ra boom-de-ay *Ally Aly O</p>	
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.