

**Year 4**  
**Music**  
**Autumn 1**  
**Adapting and transposing motifs (Romans)**

**Previous learning**

**Traditional instruments and improvisation**

Verbalise feelings about music and identify likes and dislikes.  
Read musical notation and play the correct notes of the rag.  
Improvise along to a drone and tal.  
Play a rag and a tal accurately alongside a drone.  
Sing accurately from musical notation and lyrics.  
Sing and play in time with others with some degree of accuracy and awareness of each other's parts.

**In this unit the children will: learn to**

Learn a new song, singing in time and in tune while following the lyrics.  
Identify motifs aurally and play a repeated pattern on a tuned instrument.  
Create and perform a motif, notating it with reasonable accuracy.  
Transpose their motif, using sharp or flat notes where necessary and change the rhythm.  
Combine different versions of a musical motif and perform as a group using musical notation.

**Substantive Knowledge in Music**

To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music, for example, Beethoven's fifth symphony (dah dah dah dum!).

To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

**Disciplinary knowledge in Music**

Recognising the use and development of motifs in music.

Identifying gradual dynamic and tempo changes within a piece of music.

Identifying common features between different genres, styles and traditions of music.

Recognising, naming and explaining the effect of the interrelated dimensions of music.

Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.

Using musical vocabulary to discuss the purpose of a piece of music.

Composing a coherent piece of music in a given style with voices, bodies and instruments.

Beginning to improvise musically within a given style.

Developing melodies using rhythmic variation, transposition, inversion, and looping.

Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Suggesting improvements to others' work, using

	<p>musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>
Lesson 1	<p><b>Here come the Romans</b></p> <ul style="list-style-type: none"> <li>To sing in tune and in time</li> </ul>
Lesson 2	<p><b>Musical motifs</b></p> <ul style="list-style-type: none"> <li>To understand what a musical motif is</li> </ul>
Lesson 3	<p><b>Motifs and mosaics</b></p> <ul style="list-style-type: none"> <li>To compose and notate a motif</li> </ul>
Lesson 4	<p><b>Motif development</b></p> <ul style="list-style-type: none"> <li>To develop and transpose a musical motif</li> </ul>
Lesson 5	<p><b>Combine and perform</b></p> <ul style="list-style-type: none"> <li>To combine and perform different versions of a musical motif</li> </ul>
<b>Vocabulary</b>	
Backing track, bass line, beat, call and response, compose, crotchet, dotted, minim, flats, graphic notation, in-time, in-tune, key, key signature, loop	

Year 4  
 Music  
 Autumn 2  
 Haiku, music and performance

Previous learning

**Adapting and transposing motifs (Romans)**

Learn a new song, singing in time and in tune while following the lyrics.  
 Identify motifs aurally and play a repeated pattern on a tuned instrument.  
 Create and perform a motif, notating it with reasonable accuracy.  
 Transpose their motif, using sharp or flat notes where necessary and change the rhythm.  
 Combine different versions of a musical motif and perform as a group using musical notation

**In this unit the children will learn to:**

Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.  
 Recognise, name and describe the effect of the interrelated dimensions of music.  
 Select instruments and sounds which match their vocabulary.  
 Work as a group to create a piece of music.  
 Perform a piece of music as part of a group.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>
Lesson 1	<p><b>Describing blossom</b></p> <ul style="list-style-type: none"> <li>To describe the festival of Hanami using words and sounds</li> </ul>
Lesson 2	<p><b>Sounds of blossom</b></p> <ul style="list-style-type: none"> <li>To represent a blossom tree using sounds</li> </ul>

Lesson 3	<b>Blossom haiku</b>
	<ul style="list-style-type: none"> <li>To identify different musical features</li> </ul>
Lesson 4	<b>Haiku melodies</b>
	<ul style="list-style-type: none"> <li>To work as a group to create a piece of music to celebrate Hanami</li> </ul>
Lesson 5	<b>Haiku performance</b>
	<ul style="list-style-type: none"> <li>To perform a piece of music to celebrate Hanami</li> </ul>
<b>Vocabulary</b>	
Hanami ,cherry, blossom, pitch, sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, dynamics, tempo	

<b>Year 4</b> <b>Music</b> <b>Spring 1</b> <b>Changes in pitch, tempo and dynamics (Rivers)</b>	
<b>Previous learning</b>	
<b>Haiku, music and performance</b> Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.  <b>In this unit the children will learn to:</b> <i>Sing in tune and in harmony with others, with developing breath control.</i> <i>Explain how a piece of music makes them feel with some use of musical terminology.</i> <i>Perform a vocal ostinato in time.</i> <i>Listen to other members of their group as they perform.</i> <i>Create an ostinato and represent it on paper so that they can remember it.</i> <i>Create and perform a piece with a variety of ostinatos.</i>	
<b>Substantive Knowledge in Music</b>	<b>Disciplinary knowledge in Music</b>
When you sing without accompaniment it is called 'a cappella'.  Harmony means playing two notes at the same time that usually sound good together.	Recognising the use and development of motifs in music.  Identifying gradual dynamic and tempo changes within a piece of music.  Recognising and discussing the stylistic features of different genres, styles and traditions of music using

<p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>'Performance directions' are words added to musical notation to tell the performers how to play.</p>	<p>musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p>
Lesson 1	<p><b>The singing river</b></p> <ul style="list-style-type: none"> <li>To sing in two parts using expression and dynamics</li> </ul>
Lesson 2	<p><b>The listening river</b></p> <ul style="list-style-type: none"> <li>To recognise key elements of music</li> </ul>
Lesson 3	<p><b>The repeating river</b></p> <ul style="list-style-type: none"> <li>To perform a vocal ostinato</li> </ul>
Lesson 4	<p><b>The percussive river</b></p> <ul style="list-style-type: none"> <li>To create and perform an ostinato</li> </ul>
Lesson 5	<p><b>The performing river</b></p>

	<ul style="list-style-type: none"> <li>To improve and perform a piece of music based around ostinatos</li> </ul>
<b>Vocabulary</b>	
a cappella, breathing dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer	

<b>Year 4</b> <b>Music</b> <b>Spring 2</b> <b>Body and tuned percussion (Rainforests)</b>	
<b>Previous learning</b>	
<b>Changes in pitch, tempo and dynamics (Rivers)</b> Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.	
<b>In this unit the children will learn to:</b> Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	
<b>Substantive Knowledge in Music</b>	<b>Disciplinary knowledge in Music</b>
<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Developing melodies using rhythmic variation,</p>

	<p>transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p>
Lesson 1	<p><b>Pitter patter raindrops</b></p> <ul style="list-style-type: none"> <li>To identify structure and texture in music.</li> </ul>
Lesson 2	<p><b>Rainforest body percussion</b></p> <ul style="list-style-type: none"> <li>To use body percussion.</li> </ul>
Lesson 3	<p><b>The rhythm of the forest floor</b></p> <ul style="list-style-type: none"> <li>To create musical rhythms using body percussion.</li> </ul>
Lesson 4	<p><b>The loopy rainforest</b></p> <ul style="list-style-type: none"> <li>To create simple tunes.</li> </ul>
Lesson 5	<p><b>Sounds of the rainforest</b></p> <ul style="list-style-type: none"> <li>To build and improve a composition.</li> </ul>
<b>Vocabulary</b>	
Pitter patter, raindrop, clapping, clicking body, percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher	

<p><b>Year 4</b>  <b>Music</b>  <b>Summer 1</b>  <b>Rock and Roll</b></p>
<p><b>Previous learning</b></p>
<p><b>Body and tuned percussion (Rainforests)</b>  Identify the structure of a piece of music.  Have an idea as to when there is one layer in a piece of music and when there are two.</p>

Play a sequence in the correct order in time with their partner.  
 Have two contrasting rhythms being played together.  
 Have two different melodies being played together.  
 Have a complete piece of music with four different layers with an appropriate structure.

**In this unit the children will learn to:**

Perform the hand jive hand actions in sequence and in time with the music.  
 Sing in tune and perform their actions in time.  
 Play the notes of the walking bass in the correct sequence.  
 Independently play their part with some awareness of the other performers.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>
Lesson 1	<p><b>Hand jive</b></p> <ul style="list-style-type: none"> <li>To understand the history of rock and roll music</li> </ul>
Lesson 2	<p><b>Rock around the clock</b></p> <ul style="list-style-type: none"> <li>To be able to perform with a sense of style</li> </ul>
Lesson 3	<p><b>Walking bass line</b></p> <ul style="list-style-type: none"> <li>To play a walking bass line on tuned percussion</li> </ul>



Lesson 4	<b>Performing the bass</b>
	<ul style="list-style-type: none"> <li>To be able to play a rock and roll bass line</li> </ul>
Lesson 5	<b>Rock and Roll performance</b>
	<ul style="list-style-type: none"> <li>To be able to play a rock and roll piece of music</li> </ul>
<b>Vocabulary</b>	
Rock and roll, hand, jive, 1950's, tempo, dynamic, notation, style	

<b>Year 4</b> <b>Music</b> <b>Summer 2</b> <b>Samba and Carnival sounds (South America)</b>	
<b>Previous learning</b>	
<b>Rock and Roll</b> Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.	
<b>In this unit the children will learn to:</b> Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.	
<b>Substantive Knowledge in Music</b>	<b>Disciplinary knowledge in Music</b>
<p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Beginning to improvise musically within a given style.</p>

	<p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>
Lesson 1	<p><b>Introduction to Samba</b></p> <ul style="list-style-type: none"> <li>To recognise and identify the main features of samba music</li> </ul>
Lesson 2	<p><b>Pulse and rhythm</b></p> <ul style="list-style-type: none"> <li>To understand and play syncopated rhythms</li> </ul>
Lesson 3	<p><b>Samba rhythms</b></p> <ul style="list-style-type: none"> <li>To play syncopated rhythms as part of a group</li> </ul>
Lesson 4	<p><b>Composing a break</b></p> <ul style="list-style-type: none"> <li>To compose a basic rhythmic break</li> </ul>
Lesson 5	<p><b>Samba performance</b></p> <ul style="list-style-type: none"> <li>To perform rhythmic breaks within the samba piece</li> </ul>
<b>Vocabulary</b>	
<p>Agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome</p>	