

Music - Year 4

Autumn 1

	Musical Learning	Key Musical Vocabulary
This Little Light of Mine	<ul style="list-style-type: none"> • Improve with voices on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Sing Part 1 of a partner song rhythmically. • Play a bass part and rhythm ostinato along with <i>This little light of mine</i>. • Listen and move in time to songs in a Gospel style. 	<ul style="list-style-type: none"> • Pitch: pentatonic, 'blue' note. • Structure: verse, chorus, call-and-response, echo, phrase. • Tempo: off-beat • Timbre: articulation, <i>legato</i> (smooth), staccato (spiky, detached). • Texture: melody and accompaniment, unison, solo, ensemble. • Other: improvise.

Autumn 2

	Musical Learning	Key Musical Vocabulary
Christmas Performance	<ul style="list-style-type: none"> • Recorded music is music that has been recorded by a live artist or band and then played back. • Live music is music that is performed in front of an audience. • Singing is performing songs or tunes using your voice. • Solo is when someone sings or plays an instrument on their own. • An ensemble is when a group of people perform together. 	

Spring 1

	Musical Learning	Key Musical Vocabulary
Composing with Colour	<ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Understand timbre and texture. • Structure musical ideas into a composition. • Create and read graphic scores. 	<ul style="list-style-type: none"> • Timbre: the specific quality of each sound (often described as the 'colour' of the sound). • Dynamics: volume, loud and quiet. • Rhythm: a pattern of notes with different durations. • Texture: the way sounds are combined. • Other: Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).

Spring 2

	Musical Learning	Key Musical Vocabulary
Spain	<ul style="list-style-type: none"> • Play repeating rhythmic patterns. • Count musically. • Invent a melody. • Fit two patterns together. • Structure musical ideas into our own compositions. 	<ul style="list-style-type: none"> • Duration: triplets (a rhythm made of three beats filling the space usually taken by two). • Pitch: melody (a musical sentence). • Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).

Summer

	Musical Learning	Key Musical Vocabulary
Monsters, Monsters (Instrumental Unit: Recorder)	<ul style="list-style-type: none"> • Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. • Learn how to play the notes B A G C D and low E on the recorder. • Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds. 	<ul style="list-style-type: none"> • Duration: minims, crotchets, quavers, semiquavers, dotted minims, semibreves, dotted rhythms, time signature (4/4 and 12/8). • Pitch: step, skip, melody, <i>glissando</i>. • Structure: call-and-response, phrase, repetition, bar, section, introduction/intro, outro, verse.

	<ul style="list-style-type: none">• Learn to play at least two sections in <i>Monsters, monsters</i>• Play as part of an ensemble, in smaller and larger groups, including singing and playing.• Sing <i>Monsters, monsters!</i> from memory, expressing the meaning of the words through actions and gestures.• Create and explore new sounds on the recorder (extended techniques) to represent different kinds of monster characters.• Using graphic notation to organise monster character sounds into a compositional structure.• Listen to, appreciate, and be inspired by pieces of music featuring the recorder from medieval times to the present day.	<ul style="list-style-type: none">• Timbre: extended techniques, exploring different types of percussive sounds on the recorder, articulation (<i>staccato</i>, <i>legato</i>, <i>slur</i>).
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