

Pudsey Bolton Royd Primary School Music Long-Term Plan

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
Enquiry Questions		
How does music bring us together?	How does music connect us with our past?	How does music improve our world?
Outcomes		
<p>Listen and Respond – Go Tell It On The Mountain Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 1 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document.</p> <p>Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat.</p> <ul style="list-style-type: none"> • Listening for being ‘in tune’ or ‘out of tune’. • Singing with attention to clear diction. • Rejoining the group with help if they get lost or out of time. • Singing expressively, with attention to breathing and phrasing. • Having a go at singing a solo. <p>Theory quiz</p>	<p>Beginning to understand the structure of the composition.</p> <ul style="list-style-type: none"> • Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). • Including a home note, to give a sense of an ending; coming home. • Performing their simple composition using their own choice of notes. • Describing how their melody was created. • Successfully creating a melody in keeping with the style of the backing track. <p>Theory quiz</p>	<p>Can make an informed decision as to which notes to use when composing and improvising with the song. • Becoming more skilled in improvising; perhaps trying more notes and rhythms.</p> <ul style="list-style-type: none"> • Becoming more skilled in improvising; perhaps trying to use melodic jumps that might get higher and lower. • Exploring rhythm patterns created from quavers, crotchets, semiquavers and their rests. • Including rests or silent beats. • Thinking about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. <p>Theory quiz</p>
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
<p>In this unit, the Musical Spotlight is ‘Interesting Time Signatures’. You will be exploring ‘Interesting Time Signatures’ and continuing to learn about and embed all the Foundational Elements of Music with a focus on time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask ‘How Does Music Bring Us Together?’ as an entry point for the broad Social Theme of ‘Music Is a Peacebuilder and Friendmaker’. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is ‘Combining Elements to Make Music’. You will continue to learn about all the Foundational Elements of Music with a focus on how musical elements are combined in making music, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask ‘How Does Music Connect Us with Our Past?’ as an entry point for the broad Social Theme of ‘Music Is a Storyteller and Time Traveller’. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and</p>	<p>In this unit, the Musical Spotlight is ‘Developing Pulse and Groove Through Improvisation’. You will continue to deepen learning about all the Foundational Elements of Music with a focus on pulse and groove in improvisation, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask ‘How Does Music Improve Our World?’ as an entry point for the broad Social Theme of ‘Music Is a Changemaker’. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.</p>

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	inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.	
Knowledge and/or Skills Covered		
Musicianship In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.	Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:	Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression. Improvise over a groove.
National Curriculum Attainment Targets		
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Important Vocabulary		
Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre – all instruments including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin, Texture – layers of sound working together make music very interesting to listen to, Structure/Form – every piece of music has a structure, eg introduction, verse, chorus, ending, semibreves, minims, dotted	Notation, Pentatonic [phrase], Chord progression Structure, Dynamics, crotchets, minims, quavers and their rests.	Pentatonic scale, Legato (smooth), Staccato (detached).

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crotchets, crotchets, quavers, semiquavers and their rests.		
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<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Enquiry Questions		
How does music teach us about our community?	How does music shape our way of life?	
Outcomes		
<p>Can make an informed decision as to which notes to use when composing and improvising with the song.</p> <ul style="list-style-type: none"> Beginning to understand the structure of the composition. Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Including a home note, to give a sense of an ending; coming home. Performing their simple composition/s using their own choice of notes. <p>Theory quiz</p>	<p>Listen and Respond – O Euchar Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 5 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document.</p> <ul style="list-style-type: none"> Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music <p>Theory quiz</p>	
Linked Texts		
N/A	N/A	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
<p>In this unit, the Musical Spotlight is 'Creating Simple Melodies Together'. You will continue to learn about all the Foundational Elements of Music with a focus on creating melodies, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is 'Connecting Notes and Feelings'. You will continue to learn about all the Foundational Elements of Music with a focus on notes and feelings, while working implicitly with all of the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.</p>	
Knowledge and/or Skills Covered		

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<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p>	<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Compose over a simple chord progression. Compose over a groove. Create music in response to music and video stimulus. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p>	
National Curriculum Attainment Targets		
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	
Important Vocabulary		
<p>Melody, crotchets, minims, quavers and their rests, pentatonic scale.</p>	<p>Melody, crotchets, minims, quavers and their rests, pentatonic scale, Structure, Dynamics, Tuned percussion, Untuned percussion.</p>	