

YEAR 4 ADVENT 1 – Toca Bonito						
Prior Knowledge	<p>Pupils can: Sing collectively at the same pitch. Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Differentiate between beat/pulse and rhythm. Be able to use their skills reading stave notation to play from sheet music.</p>					
New knowledge	<p>Pupils will: Understand the word Dynamics and how different dynamics can change music. Be able to play the same music with different dynamics.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the style Latin through music <u>listening</u> . Pupils will know how to sing the lyrics within the piece. Pupils will know how to clap the syncopated rhythms in the piece along to the lyrics. Pupils will know how to <u>perform</u> the rhythms by ear on one note.	Pupils will know how to play new notes within the piece by <u>listening</u> . Pupils will know what a syncopated rhythm is. Pupils will <u>perform</u> the piece with the new notes.	Pupils will know how to <u>compose</u> with at least 3 notes for their instrument. Pupils will know how to write their <u>composition</u> on a musical stave.	Pupils will know how to play their <u>composition</u> on their instrument, reading from stave notation. Pupils will know the dynamic markings <i>forte, piano, crescendo, diminuendo</i> . Pupils will know how to add dynamics to their <u>composition</u> .	Pupils will know how to <u>perform</u> the piece in full of stave notation. Pupils will know where their <u>composition</u> fits within the whole piece. Pupils will know how to sing and play using dynamics.	Pupils will know how to perform musically and with good <u>musicianship</u> within a <u>performance</u> .
Vocabulary	Syncopation	Pitch	Composition	*Stave notation*	Mezzo-piano	Latin

YEAR 4 ADVENT 2 – Techno Echo						
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Be able to use their skills reading stave notation to play from sheet music.</p>					
New knowledge	<p>Pupils will: Extend their skills reading stave notation to be able to read below the treble clef stave (for trumpet).</p>					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	<p>Pupils will know how to recognise the Techno style of music through <u>listening</u>. Pupils will know how to play the notes required for the new piece on their instrument. Pupils will know how to read their notes for Techno Echo from stave notation.</p>	<p>Pupils will know how to <u>perform</u> sections A- C of the piece. Pupils will know how to read stave notation for sections A-C Pupils will know the words <i>staccato</i> and <i>legato</i>. Pupils will know how to play staccato and legato notes on their instrument.</p>	<p>Pupils will know how to create question and answer phrases using a range of at least 3 notes for section D of the piece. Pupils will know how to incorporate legato and staccato into their question-and-answer phrase. Pupils will know how to use dynamics within their question-and-answer phrases.</p>	<p>Pupils will know how to <u>perform</u> their question-and-answer phrases on their instruments with good <u>musicianship</u>. Pupils will know how to play new notes on their instruments for the extended parts. Pupils will know how to read the extension parts from stave notation.</p>	<p>Pupils will know how to <u>perform</u> the whole piece. Pupils will know how to <u>perform</u> musically, using dynamics and articulation. Pupils will know how to read their part from stave notation. Pupils will know how to use a D.S al Fine.</p>	<p>Pupils will know how to <u>perform</u> musically and with good <u>musicianship</u> at a school concert.</p>
Vocabulary	Time Signature	Crescendo	*Stave notation*	Legato	Stave	Semibreve

YEAR 4 LENT 1: Graphic Score						
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Use untuned percussion confidently. Be able to use their skills reading stave notation to play from sheet music.</p>					
New knowledge	<p>Pupils will: Begin to develop an understanding of harmony and how it can affect the mood of music.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will be introduced to graphic scores – how sounds could be represented by something you can see.	Pupils will know how to use a Graphic score timeline – how time flows across the page.	Pupils will know what different kinds of score look like – different scores can look very different from each other.	Pupils will consolidate everything they have done so far on Graphic scores.	Pupils will know how rehearse– How and why do musicians rehearse?	Pupils will <u>perform</u> their graphic score, including framing the performance.
Vocabulary	Graphic Score	Timeline	Theme	Found Sound	Rehearsal	Performance

YEAR 4 LENT 2: “Stack Attack”	
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Read dynamics markings. Be able to use their skills reading stave notation to play from sheet music. Describe how Harmony affects the mood of music. Describe the structure of music in terms of Beginning, Middle, and End.</p>
New knowledge	<p>Pupils will: Develop their understanding of the structure of pieces of music.</p>

	Understand the musical feature of Layering and how it is used to create music.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the style of Country music through <u>listening</u> . Pupils will <u>listen</u> to and know the structure of the new piece. Pupils will know how to read and play the stave notation for the layering/ostinato section C.	Pupils will know how to play the notes required for sections A and B of the new piece. Pupils will know how to read these new notes from stave notation. Pupils know how to <u>perform</u> sections A and B to the backing track, reading stave notation.	Pupils will know how to play the notes required for sections D and E of the piece. Pupils will know how to read these new notes from stave notation. Pupils will know how to <u>perform</u> sections D and E to the backing track, reading from stave notation.	Pupils will know how to play the new notes for the extension harmony parts of sections A, B, D and E. Pupils will know how to read these new extension notes from stave notation. Pupils will know how to <u>perform</u> their harmony parts with sections A, B, D and E.	Pupils will know how to put together the whole piece. Pupils will know how to incorporate the ostinato/layering section within the middle of the piece. Pupils will rehearse and evaluate their <u>performance</u> .	Pupils will <u>perform</u> the piece. Pupils will play with confidence and <u>musicianship</u> . Pupils will listen to and appraise their <u>performance</u> , discussing what went well and what they might improve on.
Vocabulary	Structure	Layering	Ostinato	Crotchet rest	Harmony	Assess

YEAR 4 Pentecost 1						
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read and write rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Be able to use their skills reading stave notation to play from sheet music. Describe how Harmony affects the mood of music. Describe the structure of music in terms of Beginning, Middle, and End.</p>					
New knowledge	<p>Pupils will: Learn the Pentatonic Scale (in C). Use the Pentatonic Scale to compose a short piece of music with melody and rhythm.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	<p>pils will know and recognise the style of music of the Far East through listening. pils will know what a pentatonic scale is. pils will know some instruments from the far East. pils will <u>perform</u> a simple pentatonic melody.</p>	<p>pils will know how to sing a pentatonic action song in 3 parts. pils will know how to read the rhythm notation for the pentatonic piece. pils will be able to clap the rhythm notation for Sunset in Bali.</p>	<p>pils will know how to play the notes for the new piece on their instrument. pils will know how to clap the rhythm and read the notation from the stave. pils will play their part with the backing track.</p>	<p>pils will know how to compose a 4-bar C-pentatonic scale <u>composition</u> written on the stave using crotchets. pils will know how to play their compositions.</p>	<p>pils will know how to structure the piece. pils will know how to incorporate their pentatonic <u>composition</u> within the whole piece. pils will rehearse the pentatonic action song for the end of topic <u>performance</u>.</p>	<p>pils will <u>perform</u> 2 pentatonic pieces and a song with <u>musicianship</u>. Pupils will listen to and appraise their performance, discussing what went well and what they might improve on.</p>
Vocabulary	Far Eastern music	Pentatonic	Crotchet, Quavers, Minims	mony	rform	Assess

YEAR 4 Pentecost 2						
Prior Knowledge	<p>Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read and write rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve). Perform together, following instructions that combine the musical elements. Be able to use their skills reading stave notation to play from sheet music. Improvise on one or two notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End.</p>					
	<p>Pupils will: Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Develop their improvisation skills further.</p>					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

<p>Medium m knowledge</p>	<p>pils will know the style of a Gregorian Chant through <u>listening</u>. pils will know the style and structure of the new piece. pils will know how to play and read the notes for the introduction of the piece.</p>	<p>pils will know how to play the beginner section of the piece. pils will perform the beginning section together with the backing track. pils will know how to play their parts from reading stave notation.</p>	<p>pils will know how to <u>improvise</u> within the middle section of the piece. pils will know how to make the music more interesting by adding articulation and dynamics within the style of the music.</p>	<p>pils will know how to perform the piece with <u>improvisation</u>. pils will know to play musically and with <u>musicianship</u>. pils will self-assess their own performance.</p>	<p>pils know how to put together a programme for a summer concert <u>performance</u>. pils will revisit and rehearse their chosen pieces/songs to sing and <u>perform</u>.</p>	<p>pils will <u>perform</u> the piece with <u>musicianship</u>.</p>
<p>Vocabulary</p>	<p>Gregorian Chant</p>	<p>he signature</p>	<p>provisation</p>	<p>usicianship</p>	<p>hearse</p>	<p><i>Assess</i></p>