

| YEAR 4 ADVENT 1 – Toca Bonito |  |  |  |   |  |   |
|-------------------------------|--|--|--|---|--|---|
| Prior Knowledge               | <b>Pupils can:</b><br>Sing collectively at the same pitch.<br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).<br>Perform together, following instructions that combine the musical elements.<br>Improvise on one or two notes on a tuned instrument.<br>Differentiate between beat/pulse and rhythm.<br>Be able to use their skills reading stave notation to play from sheet music. |  |  |   |  |   |
| New knowledge                 | <b>Pupils will:</b><br>Understand the word Dynamics and how different dynamics can change music.<br>Be able to play the same music with different dynamics.  |  |  |   |  |   |
|                               | 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> .<br>Pupils will know how to sing the lyrics within the piece.<br>Pupils will know how to clap the syncopated rhythms in the piece along to the lyrics.<br>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> .<br>Pupils will know what a syncopated rhythm is.<br>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.<br>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.<br>Pupils will know the dynamic markings <i>forte</i> , <i>piano</i> , <i>crescendo</i> , <i>diminuendo</i> .<br>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.<br>Pupils will know where their <u>composition</u> fits within the whole piece.<br>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 |  |   |  |   |   |   |
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| Prior Knowledge               | <b>Pupils can:</b><br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).<br>Perform together, following instructions that combine the musical elements.<br>Improvise on one or two notes on a tuned instrument.<br>Be able to use their skills reading stave notation to play from sheet music. |   |  |   |   |   |
| New knowledge                 | <b>Pupils will:</b><br>Extend their skills reading stave notation to be able to read below the treble clef stave (for trumpet).  |   |  |   |   |   |
|                               | Week 7   | Week 8  | Week 9   | Week 10   | Week 11   | Week 12   |
| Medium term knowledge         | Pupils will know how to recognise the Techno style of music through <u>listening</u> .<br>Pupils will know how to play the notes required for the new piece on their instrument.<br>Pupils will know how to read their notes for Techno Echo from stave notation.  | Pupils will know how to <u>perform</u> sections A- C of the piece.<br>Pupils will know how to read stave notation for sections A-C<br>Pupils will know the words <i>staccato</i> and <i>legato</i> .<br>Pupils will know how to play staccato and legato notes on their instrument. | Pupils will know how to create question and answer phrases using a range of at least 3 notes for section D of the piece.<br>Pupils will know how to incorporate legato and staccato into their question-and-answer phrase.<br>Pupils will know how to use dynamics within their question-and-answer phrases. | Pupils will know how to <u>perform</u> their question-and-answer phrases on their instruments with good <u>musicianship</u> .<br>Pupils will know how to play new notes on their instruments for the extended parts.<br>Pupils will know how to read the extension parts from stave notation. | Pupils will know how to <u>perform</u> the whole piece.<br>Pupils will know how to <u>perform</u> musically, using dynamics and articulation.<br>Pupils will know how to read their part from stave notation.<br>Pupils will know how to use a D.S al Fine. | Pupils will know how to <u>perform</u> musically and with good <u>musicianship</u> at a school concert. |
| Vocabulary                    | Time Signature   | Crescendo   | *Stave notation*   | Legato  | Stave   | Semibreve   |

| YEAR 4 LENT 1: Graphic Score |   |  |  |   |   |  |
|------------------------------|---|--|--|---|---|--|
| <b>Prior Knowledge</b>       | <b>Pupils can:</b><br>Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.<br>Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).<br>Perform together, following instructions that combine the musical elements.<br>Use untuned percussion confidently.<br>Be able to use their skills reading stave notation to play from sheet music. |  |  |   |   |  |
| <b>New knowledge</b>         | <b>Pupils will:</b><br>Begin to develop an understanding of harmony and how it can affect the mood of music.  |  |  |   |   |  |
|                              | <b>Week 1</b>   | <b>Week 2</b>  | <b>Week 3</b>  | <b>Week 4</b>   | <b>Week 5</b>   | <b>Week 6</b>  |
| <b>Medium term knowledge</b> | 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. |
| <b>Vocabulary</b>            | <b>Graphic Score</b>  | <b>Timeline</b>  | <b>Theme</b>   | <b>Found Sound</b>  | <b>Rehearsal</b>  | <b>Performance</b>   |

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

|                              | Understand the musical feature of Layering and how it is used to create music.   |   |   |   |  |  |
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|                              | <b>Week 7</b>  | <b>Week 8</b>   | <b>Week 9</b>   | <b>Week 10</b>  | <b>Week 11</b>   | <b>Week 12</b>   |
| <b>Medium term knowledge</b> | 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. |
| <b>Vocabulary</b>            | <b>Structure</b>   | <b>Layering</b>   | <b>Ostinato</b>   | <b>Crotchet rest</b>  | <b>Harmony</b>   | <b>Assess</b>  |

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

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

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| <b>Medium<br/>m knowledge</b> | <p>pils will know the style of a Gregorian Chant through <u>listening</u>.</p> <p>pils will know the style and structure of the new piece.</p> <p>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.</p> <p>pils will perform the beginning section together with the backing track.</p> <p>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.</p> <p>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>.</p> <p>pils will know to play musically and with <u>musicianship</u>.</p> <p>pils will self-assess their own performance.</p> | <p>pils know how to put together a programme for a summer concert <u>performance</u>.</p> <p>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> |
| <b>Vocabulary</b>             | <b>Gregorian Chant</b>   | <b>ne signature</b>   | <b>provisation</b>  | <b>usicianship</b>  | <b>hearse</b>   | <b>Assess</b>   |