



Curriculum

Year 4 Scheme of Work

Term: Autumn 2

Topic: Music- Vocal skills and performance

Key Skills and Knowledge:

Singing

- Continue to sing a broad range of unison songs within an appropriate vocal range **with clear diction, mostly accurate tuning and control of breathing.**
- Sing canons, rounds and other partner songs **with increased control.**
- Show control of dynamics, tempo and **articulation when singing and playing, following physical signals and written symbols: (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)**

Listening

- Listen with increasing concentration and **describe** how the inter-related dimensions of music can be used to create different moods and effects.
- Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.
- **When listening to music, recognise the difference between major and minor.**

Musicianship

- Play and perform in solo and ensemble contexts, playing and singing **with increasing accuracy, fluency, control and expression.**

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Chn could write about a piece of music in the morning when they come into class.
They could answer inference questions about a composer in Guided reading.
Make a programme for our production.
When introducing new songs to chn. Break down the song into lines and remind chn about good diction. Ends of sounds e.g. 'd' and 't'.
Ask them to open their mouths when singing and use a 'North to South' mouth rather than an 'East to West' mouth (like a cheesy grin).

Show chn example of boring singing and expressive singing and compare.
Listen and appraise popular singers and talk about what makes their performance good.
Record their performance then appraise as a class.
Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that element of music when they listened to it. eg the tempo got faster as the music went on. The music got louder/quieter.

Links to PSHCE, Equality and British Values Work

Choose a wide range of performers to listen to/watch from various countries including Britain.
Emotions- how can they show emotions in performance or hear emotion in a piece of music.
Sign language- links to disability.

Listening opportunities

Listen to original recording of Christmas songs.
Listen to school band playing Christmas songs.

Key Vocabulary:

Pitch- high/low/rising/falling
Dynamics- Loud (*forte*) quiet (*piano*) getting louder (*crescendo*) and getting quieter (*decrescendo*)..
Tempo- Downbeats, fast (*allegro*)slow (*adagio*) pulse, beat getting faster (*accelerando*) and getting slower (*rallentando*)
Call and response, question phrase, answer phrase
Echo, ostinato
Rehearse, perform, expression, emotion, diction.

Resources Available / Visits/Visitors

Charanga
CDs in music cupboard.
YouTube
Christmas show.
iPad to record.

Useful Websites:

Youtube.com
<https://charanga.com/site/>

Previous knowledge:

Chants and rhymes, singing together at the same pitch, simple songs, call and response.