



## Curriculum

### Year 4 Scheme of Work

Term: Spring 1

Topic: Music-Florence Price

#### Key Skills and Knowledge:

##### Composition

- **Become more skilled in improvising on a given note range** (using voice, body percussion and instruments).
- **Use improvisations within more structured composition work**
- Compose in response to different stimuli, e.g. stories, images and musical sources, thoughtfully using the inter-related dimensions of music to create specific effects and atmospheres, and record using standard and graphic notation.
- Structure musical ideas to create music that has a beginning, middle and end.
- Compose rhythmic patterns using crotchets, paired quavers, minims and crotchet rests to **create sequences of 2-, 3- or 4-beat phrases**.
- Combine known rhythmic notation with letter names to create **short phrases using a limited range of pitches appropriate to the instrument**.
- **Make improvements to own work, giving reasons for changes made.**

##### Listening

- Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make.

##### Musicianship

- Play and perform simple melodies using a small range of notes, **beginning to follow staff notation**
- **Maintain an independent part** when singing or playing in two parts e.g. ostinato, drone, partner songs.
- Copy short melodic phrases using a small number of notes, recognising pitch changes by ear
- Recognise the symbols for **minims**, crotchets, quavers and crotchet rests.
- Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains **minims**, crotchets, quavers and crotchet rests.
- **Introduce the stave, lines and spaces, and clef.**

#### Reading and Writing Opportunities (Long and Short Activities)

##### Creative Ideas and Hooks

BBC ten pieces teach resources- share Symphony in E minor with children. Discuss style, composer, research the composer.  
Learn Juba dance.  
Chn to move on their improvisation and composition skills.  
Chn to develop compositions and record their part of the piece using staff notation.

Guided reading-Comprehension for info about Florence Price.  
Perform final piece or record for school.

#### Links to PSHCE, Equality and British Values Work

#### Listening opportunities

Female African-American composer first black female to perform with an American orchestra- overcame much prejudice.  
Ensemble work- team work, creating a piece that they all contribute towards.

Listen to Symphony in E minor.  
<https://www.bbc.co.uk/teach/ten-pieces/classical-music-florence-price-symphony-no1/z48rscw>  
How do the inter-related dimensions of music have an effect on the performance?

#### Key Vocabulary:

#### Resources Available / Visits/Visitors

#### Useful Websites:

Pitch- high/low/rising/falling  
Dynamics- Loud (*forte*) quiet (*piano*)  
Tempo- Downbeats, fast (*allegro*)slow (*adagio*) pulse, beat  
Call and response, question phrase, answer phrase  
Echo, ostinato  
Texture- unison, layered, solo  
perform, expression, emotion, diction.

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

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

#### Previous knowledge:

Performed in GPT last year so know what to expect. Composed using dot notation and letters. Use of pitched instruments and performing ostinato.