



Curriculum

Year 4 Scheme of Work

Term: Summer 2

Topic: Music- Compose and perform

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)**

Composing

- 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

- Appreciate and understand a growing range of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.

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 staff, lines and spaces, and clef.**

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

Listening opportunities

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.

Listen to the original version of the song that we choose. How do the inter-related dimensions of music have an effect on the performance? Does it get faster, slower. Louder, quieter- how do we create an atmosphere?

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.