

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 4	Music Long Term Overview					
	Autumn 1 Genre: Funk	Autumn 2 Genre: Funk	Spring 1 Genre: Samba	Spring 2 Genre: Samba	Summer 1 Genre: Romantic	Summer 2 Genre: Romantic
Unit of work Driving Question	How does music bring us together?  Instrument: Recorder  Composing: Compose with a theme using G, A, B and C		How does music improve our world?  Instrument: Recorder Composing: Rainforest Soundscape		How does music shape our way of life?	How does music connect us with the environment? Composing: Music to describe a short film clip of a river
Composer Study:	Composer study: James Brown		Composer study: Sérgio Mendes		Composer study: Johann Strauss	Composer study: Johann Strauss
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>					

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<p><b>What we need to know</b> Red Hill Riches</p>	<p>To know how to identify 2/4, 3/4 and 4/4 time signatures.</p> <p>To know the stylistic indicators of funk music.</p> <p>To know the fingering for E on the recorder.</p> <p>To know where the note E is on the staff.</p>	<p>To know symbols for a minim, crotchet, paired quavers and rests.</p> <p>To know what 'musical structure' means.</p> <p>To know what 'texture' means.</p> <p>To know what staccato and legato mean.</p>	<p>To know how music can create emotional responses in our brains.</p> <p>To know what a semiquaver is.</p>	<p>To know what major and minor mean.</p> <p>To know what harmony means.</p> <p>To know what a round is.</p>
<p><b>Links to prior knowledge</b> (footprints)</p>	<p>Year 3-R&amp;B Year 3- Recorder</p>	<p>Year 3-Recorder</p>	<p>Reception-Debussy, Sea soundscape Year 1- Saint-Saëns-Romantic Year 2- Edward Elgar Year 3-Egyptian River Music</p>	
<p><b>Vocabulary</b></p>	<p>Previous Year's plus...</p> <ul style="list-style-type: none"> <li>Texture</li> <li>Structure</li> <li>Rounds</li> <li>Partner song</li> <li>Silence</li> <li>Time Signature</li> <li>Harmony</li> <li>Melody</li> <li>Accompaniment</li> <li>Conductor</li> <li>Pentatonic</li> <li>Minim</li> <li>Legato</li> <li>Staccato</li> <li>Major</li> <li>Minor</li> </ul>			

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<p><b>Disciplinary Knowledge</b> Musicianship: Understanding Music</p>	<ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical staff.</li> <li>• Recognise and understand the symbols for a minim, crotchet, paired quavers and rests and say how many beats they represent.</li> <li>• Understand major and minor chords.</li> <li>• Follow simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture.</li> </ul>
<p><b>Disciplinary Knowledge</b> Listening</p>	<ul style="list-style-type: none"> <li>• Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music.</li> <li>• Recognise the style of music and important musical features of the style.</li> <li>• Identify 2/4, 3/4 and 4/4 metre.</li> <li>• Describe the texture and structure of a piece of music.</li> <li>• Identify and describe instruments within a piece of music.</li> <li>• Understand what a musical introduction is and its purpose.</li> <li>• Identify major and minor tonality.</li> </ul>
<p><b>Disciplinary Knowledge</b> Singing</p>	<ul style="list-style-type: none"> <li>• Perform with control over voice and awareness of others, taking direction from a conductor.</li> <li>• Sing in 2/4, 3/4, 4/4</li> <li>• Demonstrate good singing posture</li> <li>• Demonstrate vowel, blended sounds, and consonants</li> <li>• Sing 'on pitch' and 'in time'</li> <li>• Sing expressively, with attention to breathing and phrasing</li> <li>• Sing expressively, with attention to staccato and legato</li> <li>• Talk about the different styles of singing used for different styles of song</li> <li>• Talk about how the songs and their styles connect to the world</li> <li>• Sing a simple second part to introduce vocal harmony.</li> </ul>
<p><b>Disciplinary Knowledge</b> Performing</p>	<ul style="list-style-type: none"> <li>• Perform a range of songs in school assemblies.</li> <li>• Read and perform pitch notation using up to 5 notes.</li> <li>• Develop the basic skills of a selected instrument over a sustained learning period.</li> <li>• Play and perform melodies following staff notation using a small range of notes as a whole class or small groups.</li> <li>• Perform in two or more parts (e.g. melody and accompaniment or a duet).</li> <li>• Experience leading / conducting the playing of music.</li> </ul>

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<p>Disciplinary Knowledge Composing</p>	<p><b>Small groups</b></p> <ul style="list-style-type: none"><li>• Compose music to create a specific mood, for example creating music to accompany a short film clip.</li><li>• Combine rhythmic notation with letter names to create short pentatonic phrases (5 notes).</li><li>• Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers).</li><li>• Include smooth (<b>legato</b>) and detached (<b>staccato</b>) sounds within compositions.</li><li>• Use rhythm notation and stick notation to capture and record compositions.</li></ul> <p><b>Improvisation</b></p> <p>Improvise using voices, tuned and untuned percussion using up to three notes.</p>
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