

**Year 4 Curriculum subject plan**  
**Music**

<b>YEAR 4</b>	<b>Mamma Mia!</b>	<b>Glockenspiel Stage 1</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind and Replay</b>
<b>Component knowledge and skills</b>	<p>To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people’s thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>Know and be able to talk about: How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>To know and be able to talk about:</p> <p>Singing in a group can be called a choir</p> <p>Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p> <p>To know why you must warm up your voice</p> <p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p>					

To enjoy exploring singing solo.  
To sing with awareness of being 'in tune'.  
To rejoin the song if lost.  
To listen to the group when singing.  
To know and be able to talk about:  
The instruments used in class (a glockenspiel, recorder or xylophone).  
Other instruments they might play or be played in a band or orchestra or by their friends.  
To treat instruments carefully and with respect.  
Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  
To rehearse and perform their part within the context of the Unit song.  
To listen to and follow musical instructions from a leader.  
To experience leading the playing by making sure everyone plays in the playing section of the song.  
To know and be able to talk about improvisation: To know that you can use some of the riffs you have heard in the Challenges in your improvisations  
To know and be able to talk about:  
A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  
Different ways of recording compositions (letter names, symbols, audio etc.)  
Help create at least one simple melody using one, three or all five different notes.  
Plan and create a section of music that can be performed within the context of the unit song.  
Talk about how it was created.  
Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  
Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  
To know and be able to talk about: Performing is sharing music with other people, an audience  
A performance doesn't have to be a drama! It can be to one person or to each other  
You need to know and have planned everything that will be performed  
You must sing or rap the words clearly and play with confidence  
A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion  
It involves communicating feelings, thoughts and ideas about the song/music  
To choose what to perform and create a programme.  
Present a musical performance designed to capture the audience.  
To communicate the meaning of the words and clearly articulate them.

To talk about the best place to be when performing and how to stand or sit.

To record the performance and say how they were feeling, what they were pleased with what they would change and why.