

Wilbury Primary School Music Year 4

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Indian Music	Rock and Roll	Fanfare	Film Music	Building Motifs
Link to Programme of study	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 				
Composite knowledge	<p>What is improvisation in music?</p> <p>What are the key features of traditional Indian music?</p>	<p>How do we perform a walking bass line?</p> <p>How do we make sure that we are performing in time?</p>	<p>What are the features of a fanfare?</p> <p>How do we perform in time in an ensemble?</p>	<p>How do we create an effective graphic score?</p> <p>What is an ostinato?</p>	<p>What is a musical motif?</p> <p>How can motifs be developed in a composition?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p>Performance Playing in time with peers with some degree of accuracy and awareness of their part in the group performance</p> <p>Listening Identifying common features between different genres, styles and traditions of music using musical vocabulary</p> <p>Composition Developing melodies using rhythmic variation, transposition, inversion and looping</p> <p>Beginning to improvise musically within a given style</p> <p>Suggesting improvements to others' work, using musical vocabulary</p> <p>Music History To become familiar with traditional Indian music</p>	<p>Performance Singing longer songs from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p> <p>Listening Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>Identifying common features between different genres, styles and traditions of music using musical vocabulary</p> <p>Music History To become familiar with 1950s rock and roll music</p>	<p>Performance Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p> <p>Listening Using musical vocabulary to discuss the purpose of a piece of music</p> <p>Identifying scaled dynamics within a piece of music</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Music History Copland's Fanfare for the Common Man</p>	<p>Performance Playing in time with peers with some degree of accuracy and awareness of their part in the group performance</p> <p>Listening Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Using musical vocabulary when discussing improvements to their own and others' work</p> <p>Composition Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Suggesting improvements to others' work, using musical vocabulary</p>	<p>Performance Playing syncopated rhythms with accuracy, control and fluency</p> <p>Listening Recognising the use and development of motifs in music</p> <p>Identifying common features between different genres, styles and traditions of music</p> <p>Composition Using letter name, graphic and rhythmic vocabulary to label and record compositions</p> <p>To develop melodies using rhythmic variation, transposition, inversion and looping</p> <p>Creating a piece of music with at least 4 different layers and a clear structure</p> <p>Music History To become familiar with an iconic classical piece – Beethoven's 5th Symphony</p>
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vocabulary	Sitar, tanpura, table, tal, rag, tempo, dynamics, drone, staff, notation, treble, improvisation, pentatonic scale	Rock and roll, 1950s, dynamic, hand jive, tempo, notation, style	Duration, fanfare, brass, percussion, silence, dynamics, texture, melody, harmony, chord,	Film music, orchestration, dynamics, mickey-mousing, graphic score, ostinato, synchronisation, image, sound effect	Backing track, call and response, dotted minim, in-time, key signature, minim, ostinato, repeating patterns, flats, sharps, loop, motif, repetition, key, crotchet, semibreve, lyrics, key, riff, graphic notation
Links to prior knowledge	Key pentatonic performance links to Y3 Salsa and Y3 Dragon Scales	Key rhythm focus links to Y3 Rainforest Percussion and Y3 Salsa	Key instrumental focus with Y3 Night on a Bare Mountain	Key rhythmic focus links with Y3 Rainforest Percussion	Key links to motifs in Y3 salsa and group performance in Y4 Indian Music
Key knowledge for assessment	To perform a part (Tal, Rag or Drone) with accuracy and awareness as part of a small group performance To explain the key features of traditional Indian music	To be able to perform a rock and roll bass line To be able to independently play a part with awareness of other performers	To be able to perform accurately as part of an ensemble To be able to identify the key features of a fanfare	To be able to compose an ostinato To be able to create a graphic score	To combine different versions of a musical motif and perform as a group using musical notation To identify motifs aurally and play a repeated pattern on a tuned instrument
Cross-curricular links	Depending on the date, this may link to RE studies of Diwali				Links to History topic of the Romans