

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	Texture
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"> <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 interrelated 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>				
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>How do we play the xylophone correctly?</p> <p>What is texture in music?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p><b>Performance</b> Playing in time with peers with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> Identifying common features between different genres, styles and traditions of music using musical vocabulary</p> <p><b>Composition</b> 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><b>Music History</b> To become familiar with traditional Indian music</p>	<p><b>Performance</b> 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><b>Listening</b> 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><b>Music History</b> To become familiar with 1950s rock and roll music</p>	<p><b>Performance</b> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p> <p><b>Listening</b> 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><b>Music History</b> Copland's Fanfare for the Common Man</p>	<p><b>Performance</b> Playing in time with peers with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> 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><b>Composition</b> 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><b>Performance</b> Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p> <p>Playing in time with peers with some degree of accuracy and awareness of their part in the group performance</p> <p><b>Listening</b> Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>To identify different note durations</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	Timbre, glissando, crotchet, pitch, duration, timbre, structure, quavers, minim, semibreve, rest, scale, arpeggio, chord, roll
Links to prior knowledge	Key pentatonic performance links to Y3 Salsa and Y3 Dragon Scales	Key rhythm focus links to Y3 Salsa	Key instrumental focus with Y3 Night on a Bare Mountain		Xylophone performance links to Indian Music and Dragon Scales
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 be able to play the xylophone correctly  To understand how different textures create different kinds of music
Cross-curricular links	Depending on the date, this may link to RE studies of Diwali				