

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: Year 4
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
<p>Unit: World Music</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Sing traditional folk songs from across the continent of Africa, Japan and from the Caribbean, using varying dialects and languages and being able to recognise and recall these songs from week to week. <p>Most children will:</p> <ul style="list-style-type: none"> Demonstrate a good understanding of the difference between rhythm and pulse by alternating between tapping the two in a song, following a visual signal from the teacher. <p>Some children will:</p> <ul style="list-style-type: none"> Recall songs from the teachers singing them using only the singing names and hand signs. Be able to play a line from a do re mi song on the glockenspiel, individually as part of a group of four, with one-to-one 	<p>Unit: Glockenspiel 3</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Develop confidence at recognising the difference between pulse and rhythm through alternating between stamping and clapping. Play a do re mi song on the glockenspiel with increasing accuracy and playing this in a round. <p>Most children will:</p> <ul style="list-style-type: none"> Sing back a song using the singing names, from the teacher using the tone-set on the board, singing and showing the solfa hand-signs with increasing accuracy. <p>Some children will:</p> <ul style="list-style-type: none"> Learn a song on the glockenspiel which features phrases ending on re and do alternately and play these phrases with increasing accuracy. 	<p>Unit: Reading Music</p> <p>All children will:</p> <ul style="list-style-type: none"> Play either the pulse, a two-note chord or a syncopated ostinato along to a folk song. Read aloud, clap and play rhythm flashcards featuring ta, ti-ti, shh and ta-a (crotchets, quavers, rests and minims) with increasing accuracy as solo and as part of a group. <p>Most children will:</p> <ul style="list-style-type: none"> Be able to demonstrate an understanding of pulse through passing a beanbag around the circle on the pulse in time to a song or rhyme. Gain a good understanding of the key word 'rhythm' and being able to demonstrate this through a variety of activities and through developing the technical language to be able to describe it. <p>Some children will:</p>

<p>support (in the key of D), maintaining a steady tempo.</p>		<ul style="list-style-type: none"> • Be able to notice moments in songs where the rhythm and pulse are the same. E. g. ta (crotchet). • Develop an understanding of reading pitches and rhythms of a so-mi and so-mi-la song on a one or two-line stave.
<p style="text-align: center;">Spring 2</p>	<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Summer 2</p>
<p>Unit: Making Music 3</p>	<p>Unit: Painting with Sound</p>	<p>Unit: Elements of Music</p>
<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the key term 'structure' by recognising the phrase structure of a known rhyme or song, labelling each as A or B - both rhythmically and melodically. • Demonstrate improved tuning and inner hearing, by putting a certain word of a sing in to the thinking voice. <p>Most children will:</p> <ul style="list-style-type: none"> • Gain an understanding of the key term 'singing names' and develop the technical language to describe this. • Recall a known so-mi song from a one line stave or from the teacher singing it in singing names and/or using the tone-set on the board. <p>Some children will:</p> <ul style="list-style-type: none"> • With accuracy, play a four-beat rhythm flashcard as an ostinato whilst singing a known-song, using percussion. • Use a defined repeating phrase 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Demonstrate increasing awareness of tempo, pulse and phrases through discussion and movement, to live and recorded music which features increasing complexity in different times signatures. <p>Most children will:</p> <ul style="list-style-type: none"> • Use the tone-set from a known song (do-mi-so), improvise a piece of music in small groups with some confidence. • Develop the aural skills to react immediately to musical phrases played by the teacher, showing both rhythm and pitch simultaneously - picking up on patterns and predicting the music. <p>Some children will:</p> <ul style="list-style-type: none"> • Play a four-beat rhythm individually, as part of a small group, and successfully playing the rhythm while others play their own pattern. 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Play a known rhyme in a 2 or 3 part round using percussion. • Play, read and clap a selection of 4-beat rhythms from a 'rhythm clock' on the board with increasing confidence. <p>Most children will:</p> <ul style="list-style-type: none"> • Learn a song featuring both simple time and 3/4 time and develop and understanding of the new key term 'metre' through the use of floor spots. • Sing the singing names with hand signs, to a pentatonic song, with increasing confidence and accuracy. <p>Some children will:</p> <ul style="list-style-type: none"> • Accurately perform a tongue-twister featuring syncopated rhythms as part of a group, using the 'thinking voice', clapping on specific words and clapping on the offbeat.

structure, taken from a known song, to improvise a rhythm piece, individually as part of a small group.		
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