

| Year 4 music Knowledge and Skills |                      |                      |                           |  |                          |                           |                                   |                        |                |                               |                          |
|-----------------------------------|----------------------|----------------------|---------------------------|--|--------------------------|---------------------------|-----------------------------------|------------------------|----------------|-------------------------------|--------------------------|
|                                   | Treasure Seekers (5) | Junior Medics(4)     | ART WEEK: Modern Abstract | Vicious Vikings (5)                        | Electrical Engineers (4) | DT WEEK: Electrical Games | Super Sonologists (4)             | LANGUAGE WEEK: Spanish | Wild Water (5) | Environmental Engineers (6)   | DT WEEK: Bridge Builders |
| Values                            | SERVICE Friendship   | PERSEVERANCE Respect | PERSEVERANCE Respect      | GENEROSITY Thankfulness<br>JUSTICE Courage | JUSTICE Courage          | JUSTICE Courage           | COMPASSION Service<br>FORGIVENESS | FORGIVENESS            | FORGIVENESS    | TRUTHFULNESS Trust<br>RESPECT | RESPECT                  |
| Music/ Performing Arts            | Brass/flutes.        | Brass/flutes         | Brass/ flutes             | Brass/ flutes                              | Brass/flutes             | Brass/ flutes             | Brass/flutes                      | Brass/ flutes          | Brass/flutes   | Brass/flutes                  | Brass/ flutes            |

| Music   |  |   |
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| Assessment questions:   |  |   |
| <ul style="list-style-type: none"> <li>Tell me about your instrument – how do you play it? How do you change pitch/ dynamics on it?</li> <li>When you are reading music, how do you know how long a note is, when to play it and what note to play?</li> <li>What do you find easy/hard about playing your instrument? What do you do to get better at it?</li> </ul> |  |   |
| KNOW  | DO   | UNDERSTAND  |
| <p><b>NC Areas covered:</b></p> <ul style="list-style-type: none"> <li>Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument</li> <li>Understand and explore how music is created, produced, and communicated,</li> </ul>   | <p>In year 4, the children are taught by a peripatetic teacher from the Schools’ music service. They have a weekly lesson studying either a brass instrument or the flute.</p> <p><i>Throughout the year, the children will learn and identify different elements of music (dynamics, duration and pitch) to help learn a variety of different songs. They will learn how to play given notes on their instruments and will have the</i></p> | <p><i>Children have had experienced playing untuned and tuned percussion instruments in class. This year will give them the opportunity to build skills on one instrument, to start to develop an understanding of stave notation, and refine their skills of the musical elements.</i></p> <p>The children will understand that:</p> <ul style="list-style-type: none"> <li>To learn to play an instrument takes dedication and practise.</li> </ul> |

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| <p>including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations</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>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> </ul> | <p><i>opportunity to play all together as an ensemble, demonstrating it through regular class performances.</i></p> <p><i>They will be introduced to musical notation and use them to play different notes (both duration and pitch on the stave). They will learn how to explain how long a crotchet, minim, quaver and semibreve is. They will use their new knowledge of notation to help learn new songs and also to create their own rhythmic notation grids (composition).</i></p> <p><i>Through playing the instruments, the children will strengthening the key notes they have learnt. They will continually build on their understanding by exploring a variety of new songs and styles of music.</i></p> <p><i>At the end of each term, the class will have the opportunity to perform in front of a larger audience, playing to other classes in the school and to their parents and friends.</i></p> | <ul style="list-style-type: none"> <li>◦ You need to listen to others, and follow a lead when performing music</li> <li>◦ You need to be able to follow stave notation to know how long a note is, when to change it and what note to play</li> <li>◦ It is important to keep to the beat and follow rhythmic patterns accurately</li> </ul> <p><b><u>Vocabulary:</u></b><br/> <b>Arrangement</b><br/> <b>Crotchet</b><br/> <b>Dimensions/elements</b><br/> <b>Diminuendo</b><br/> <b>Dot notation</b><br/> <b>Expression</b><br/> <b>Improvisation</b><br/> <b>Introduction</b><br/> <b>Leap</b><br/> <b>Off-beat</b><br/> <b>Quaver</b><br/> <b>Rest</b><br/> <b>Rhythmical</b><br/> <b>Solo</b><br/> <b>Syncopation</b><br/> <b>Unison</b></p> |
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