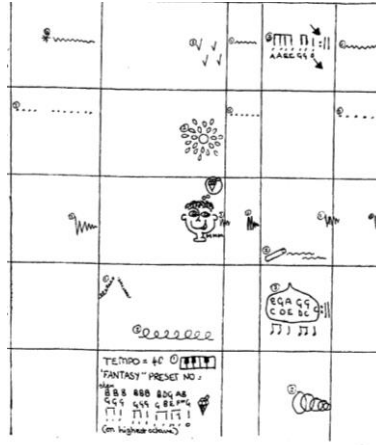




Year 4 Music across the year	During my music sessions in Year 4 I will:	Key songs I will sing
<p>Autumn Term 1</p> <h2 style="text-align: center;">Recorders - Instrumental and Singing Unit</h2> <div style="border: 1px solid red; padding: 10px; margin: 10px 0;"> <p><i>'Know my instrument'</i> <i>Name all it's parts, know the typical musical genre and it's place in musical history</i> <i>Refer to video library.</i></p> </div>	<ul style="list-style-type: none"> • Learn how to play the recorder musically • Sing all kinds of repertoire with increased tuning and confidence • Be able to sing in my 'head voice' and my 'chest voice' • Develop control of dynamics (volume) and phrasing (expression) • Be able to sing in 2 parts confidently 	<ul style="list-style-type: none"> • Tongo • Zum Gali • Land of the Silver Birch • If you dance then you must have Fire Flies • Paddle boat song • Jambo • Emememrie , • River of Babylon (Minor) • I like the flowers <p><i>Singing these songs will teach me to explore the octave scale Doh re mi fa soh la ti doh'</i></p>
<p>Autumn Term 2</p> <h2 style="text-align: center;">Show Case- Performance unit</h2>	<ul style="list-style-type: none"> • Develop recorder playing techniques • Learn practice techniques • Learn how to read rhythm and simplified pitch notation • To be able to play the recorder musically and showcase a variety of tunes 	<p><i>They vary in tempo and support me to sing with phrasing and controlled legato . We will sing in 2 parts - ostinato, partner songs, rounds. We will experience more complex rhythms and a variety of time signatures both simple and compound. We will sing in a minor tonality, compare major and minor, and sing in a 2 part harmony.</i></p>

Spring Term 1
River Story-
Composition unit


- Handling and controlling a full range of percussion instruments to create soundscapes and musical compositions.
- Prepare graphic scores (that may include pitch and rhythm motifs)



- Actively listen to music that describes a scene and tells a story (programme music)
- Create compositions using musical starting points i.e a rhythmic motif or a melody
- Create compositions using visual starting points i.e pictures and abstract art

Spring Term 2
Dungeons and
dragons-
Tonality unit

- Use recorders and tuned percussion to compose
- Create songs and tunes with 8 bars of music using the pentatonic scale (using known songs as a model i.e. paddleboat song)
- Be supported to appraise and comment on my peers works
- Begin to identify musical genres whilst listening
- Actively listen to music and comment on significant features

<p>Summer Term 1 & 2</p> <h2>Tuned Percussion - Instrumental unit</h2>	<ul style="list-style-type: none"> • Play as part of an ensemble – xylophones, glockenspiels, recorders and all percussion (the ‘kitchen’) • Learn about harmony, bass and tune • Securely read rhythm notation • Explore more complex rhythms that include playing on the ‘off beat’ (syncopation) • Respond to music I’ve listened to with thoughts, feelings and emotions (express these through words, graphic scores and questionnaires) 	
		<p><i>Instruments I will experience</i></p> <ul style="list-style-type: none"> • <u>Recorder</u>  <ul style="list-style-type: none"> • Xylophone • Glockenspiel <p>Brazilian percussion instruments –</p> <ul style="list-style-type: none"> • Surdo • Hepinique • Clave • Gamze • metal agogo • tambourim • caxixi • shekere • cabasa • All other instruments previously taught in KS1 <p><i>Nb instruments <u>underlined</u> are new instruments I will not have specifically learnt to play in previous years during music sessions</i></p>