

# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 4

Term: Autumn 1



Unit: Beethoven



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Ludwig van Beethoven</b></p> <p><b>Classical period</b> - 1750-1820</p> <p><b>motif</b> - a recurring idea used throughout a piece of music</p> <p><b>symphony</b> - an elaborate musical composition for full orchestra, typically in four movements, at least one of which is traditionally in sonata form.</p> <p><b>concerto</b> - a musical composition for a solo instrument or instruments accompanied by an orchestra, especially one conceived on a relatively large scale.</p>	<p>December 1770 – 26 March 1827</p> <p>Ludwig van Beethoven was a German composer and pianist.</p> <p>Beethoven is one of the most admired composers in the history of Western music; his works rank among the most performed of the classical music repertoire and span the transition from the Classical period to the Romantic era in classical music.</p> <p>Beethoven began to lose his hearing at age 28. By age 44, his hearing loss was complete.</p> <p>The opening motif to the Fifth Symphony from 1808 is one of the</p>	<p>how composers create music to make a certain effect</p> <p>how music can often tell a story</p> <p>how music written a long time ago can still be relevant today</p> <p>people still listen to and enjoy Beethoven's music today</p> <p>some pieces of music people will enjoy more than others</p>	<p><b>Listening</b></p> <p>Listen to a variety of Beethoven's compositions</p> <p>Talk about what instruments they can hear</p> <p>Talk about how the music makes them feel</p> <p>Compare different pieces composed by Beethoven and explain which one they prefer and why</p> <p><b>Musicianship</b></p> <p>Keep the pulse of the music with others and on their own</p>

	<p>most famous musical excerpts in history.</p> <p>Beethoven's Ninth Symphony, the 'Choral' written in 1824. It was the first time that a composer had used choral voices in a major symphony.</p>		<p>Conduct to music in 2, 3 and 4 beats</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 4

Term: Autumn 2



Unit: Pentatonic scales



Vocabulary	Knowledge	Understanding	Skills
	What children will know	What children will understand	What children will be able to do
<p><b>Improvise</b> - create and perform spontaneously or without preparation</p> <p><b>Compose</b> - write or create a piece of music</p> <p><b>Pentatonic scale</b> - musical scale containing five different tones</p> <p><b>Staff</b> - five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch</p> <p><b>Notation</b> - a series of written symbols used to represent musical elements</p> <p><b>Crotchet</b> - a musical note with the value of 1 beat</p>	<p>That pentatonic scales are made from 5 notes</p> <p>A melodic phrase is a musical idea that makes use of pitch and rhythm</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>Musical notation uses dot notation on a staff made using quavers, crotchets, minims and semibreves.</p>	<p>That pentatonic scales can be made from a different selection of 5 notes.</p> <p>That some musical phrases may sound more pleasing than others</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>By checking the time signature, different rhythms can be used within each bar</p> <p>How to create their own compositions using staff notation</p>	<p><b>Listening</b></p> <p>Be able to hear different melodic phrases and be able to clap and play them by ear. Listen to where the pitch of the note changes in the melodies</p> <p><b>Singing</b></p> <p>Be able to sing back different lengths of melodic phrases</p> <p><b>Composing</b></p> <p>Compose using the pentatonic scale. Show evidence of staff notation and rhythms.</p> <p><b>Musicianship</b></p> <p>Copy short melodic phrases</p>

<p><b>Minim</b> - a musical note with the value of 2 beats</p> <p><b>quaver</b> - a musical note with the value of a half beat</p> <p><b>semibreve</b> - a musical note with the value of 4 beats</p> <p><b>melodic phrase</b> - a group of notes that make sense together and express a definite melodic idea</p> <p><b>time signature</b> - indicates how many counts are in each measure and which type of note will receive one count</p> <p><b>pitch</b>- the property of a sound (musical tone)</p> <p><b>rhythm</b> - music's pattern in time made from long and short sounds.</p>	<p>The lines and spaces on a treble stave all have different notes assigned to them</p> <p>The time signature shows you how many beats are in the bar</p>		<p>understand staff notation and rhythms</p> <p>Perform as part of a group and as an individual</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 4

Term: Spring 1



Unit: Brass instruments



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>brass instruments</b></p> <p><b>french horn</b></p> <p><b>trumpet</b></p> <p><b>trombone</b></p> <p><b>tuba</b></p> <p><b>cornet</b></p> <p><b>bugle</b></p> <p><b>euphonium</b></p> <p><b>sousaphone</b></p> <p><b>timbre</b> - the perceived sound quality of a musical note, sound or tone</p>	<p>the names of each member of the brass family</p> <p>each brass instrument has a mouthpiece</p> <p>brass instruments have valves</p> <p>brass instruments are made from brass</p> <p>brass instruments can play in orchestras, brass bands or jazz ensembles</p> <p>what each brass instrument sounds like</p>	<p>how each instrument is able to make sounds</p> <p>how to compare the sounds that each instrument can make using pitch and timbre</p> <p>how each brass instrument should be held</p> <p>how a sound is made using a mouthpiece</p> <p>each brass instrument has a different timbre</p>	<p><b>Listening</b></p> <p>listen to music with brass instruments playing (e.g. concerto)</p> <p>hear when a specific brass instrument is playing</p> <p><b>Musicianship</b></p> <p>Conduct to music in 2, 3 and 4 beats</p> <p>Create a factfile about brass instruments</p>

# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 4

Term: Spring 2



Unit: Mamma Mia



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>chorus</b> - a repeated section in a song which gives the main message</p> <p><b>verse</b> -a section in a song which has the same tune but different words</p> <p><b>coda</b> -short section which brings the song or piece to an end.</p> <p><b>introduction</b> -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes</p>	<p>ABBA are a popular Swedish pop band</p> <p>ABBA wrote many famous songs including Mamma Mia, Waterloo, Dancing Queen.</p> <p>Songs are made from a structure including verses and chorus, often with an introduction.</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p><b>Listening</b></p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p><b>Singing</b></p> <p>sing the song all together as a class and in groups</p> <p><b>Composing</b></p> <p>improvise using up to 5 notes</p> <p>compose using up to 5 notes</p>

<p>us from one place to another.</p> <p><b>melody</b> - tune</p> <p><b>ostinato</b> - a repeated pattern</p> <p><b>phrase</b> - a musical sentence</p> <p><b>pulse</b> - a steady beat</p> <p><b>structure</b> - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p><b>improvise</b> - create and perform spontaneously or without preparation</p> <p><b>compose</b> - to create music and record it in written form</p>			<p>show evidence of recording compositions on stave notation or Charanga</p> <p><b>Musicianship</b></p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations and compositions within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 4

Term: Summer 1 & 2



Unit: Louis Armstrong / Jazz



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>jazz</b> - a broad style of music characterized by complex harmony, syncopated rhythms, and a heavy emphasis on improvisation.</p> <p><b>Louis Armstrong</b></p> <p><b>syncopated</b> - is the accenting of a note which would usually not be accented. Syncopation is often described as being off beat.</p> <p><b>ostinato</b> - a repeated pattern</p> <p><b>phrase</b> - a musical sentence</p> <p><b>pulse</b> - a steady beat</p>	<p>Jazz music has syncopated rhythms meaning that they sound off the beat, with accents not necessarily on the first beat of the bar.</p> <p>Jazz is a music genre that originated in the African-American communities of New Orleans, Louisiana, in the late 19th and early 20th centuries, with its roots in blues and ragtime.</p> <p>Louis Daniel Armstrong (August 4, 1901 – July 6, 1971), nicknamed "Satchmo", "Satch", and "Pops", [2] was an American trumpeter and vocalist. He was among the most influential figures in jazz. His career spanned five decades and several eras in the history of jazz.</p>	<p>How to improvise by trying out different musical ideas</p> <p>that practise helps us to improve</p> <p>Jazz music is hard to write down in staff notation due to the syncopated notes. Jazz musicians tend to play more 'by ear' meaning that they listen carefully to each other and when musical sections are changing</p>	<p><b>Listening</b></p> <p>listen to a range of jazz music - make comparisons, explain if they like the music or not and give reasons</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p>explain what they think is happening in the music as a whole or in specific sections of the music</p> <p><b>Composing</b></p> <p>improvise using glockenspiels and other tuned instruments</p>



<p><b>structure</b> - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p><b>improvise</b> - create and perform spontaneously or without preparation</p> <p><b>dynamics</b> - defined by loud / quiet and the variation between them</p> <p><b>pitch</b> - the property of a sound (musical tone)</p> <p><b>tempo</b> - the speed at which a piece of music should be played</p>	<p>Jazz music includes Summertime, What a wonderful world, Take the A train.</p> <p>Improvising is making something up which is not written down or can be repeated</p>		<p>be able to improvise for the correct number of beats and using the correct notes.</p> <p><b>Musicianship</b></p> <p>perform improvisations individually and as a small group</p> <p>perform as part of a whole class and in smaller groups</p>
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