

Y3 & 4 Music CURRICULUM



Year A

AUTUMN: "ARCHEOLOGY ROCKS!"	SPRING: "OUTLAWS!"	SUMMER: "LET YOUR LIGHT SHINE!"
<p>The Dragon song - Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p> <p>Glockenspiel Stage 1 - Learning basic instrumental skills by playing tunes in varying styles.</p> <p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.</p> <p>Yr 4 - Pulse: Finding the pulse – the heartbeat of the music .Rhythm: the long and short patterns over the pulse .Know the difference between pulse and rhythm .Pitch: High and low sounds that create melodies .How to keep the internal pulse .Musical Leadership: creating musical ideas for the group to copy or respond to</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to. Rhythm: the long and short patterns over the pulse</p> <p>Play To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) Yr 4 - Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Improvising Know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. Yr 4 - To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>STOP! – a mix of styles with a theme of bullying</p> <p>Spring performance – Robin Hood</p> <p>Singing To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice. Yr 4 – Know that your breathing and pronunciation will affect your singing.</p> <p>Performance To know and be able to talk about: Performing is sharing music with other people, an audience. It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Glockenspiel Stage 2 - Learning basic instrumental skills by playing tunes in varying styles.</p> <p>Reflect, rewind and replay - language of music.</p> <p>Listen and Appraise To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) <p>Yr 4 - Name some of the instruments they heard in the song and talk about their affect. Know that sense of occasion affects performance.</p> <p>Composition To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Know that timbre and duration will affect a composition.</p>
KEY VOCABULARY	KEY VOCABULARY	KEY VOCABULARY
High, low, pitch, pulse, rhythm, heartbeat, long, short, glockenspiel, band, orchestra, solo, note, sheet music, harmony, texture, melody.	Audience, performance, communicates, sing rap, instruments.	High, low, pitch, pulse, rhythm, heartbeat, long, short, glockenspiel, band, orchestra, solo, note, sheet music, harmony, texture, melody.

Year B

AUTUMN: "MOVERS & SHAKERS"	SPRING: "SPLASH & CRASH!"	SUMMER: "TO INFINITY AND BEYOND"
<p>Bring us together - Friendship, being kind to one another, respect, accepting everybody Let Your Spirit Fly - Historical context of musical styles.</p> <p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Yr 4 - Pulse: Finding the pulse – the heartbeat of the music .Rhythm: the long and short patterns over the pulse .Know the difference between pulse and rhythm .Pitch: High and low sounds that create melodies .How to keep the internal pulse .Musical Leadership: creating musical ideas for the group to copy or respond to Musical Leadership: creating musical ideas for the group to copy or respond to. Rhythm: the long and short patterns over the pulse</p> <p>Play To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) Yr 4 - Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Improvising Know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. Yr 4 - To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>Lean on me - Historical context of musical styles. PERFORMANCE linked to topic (eg. <i>Mermaids & Pirates</i>)</p> <p>Singing To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice. Yr 4 – Know that your breathing and pronunciation will affect your singing.</p> <p>Performance To know and be able to talk about: Performing is sharing music with other people, an audience. It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>Mamma Mia - Structure of songs linked to literacy. Reflect, rewind and replay - Consolidate the foundations of the language of music.</p> <p>Listen and Appraise To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) Yr 4 - Name some of the instruments they heard in the song and talk about their affect. Know that sense of occasion affects performance.</p> <p>Composition To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Know that timbre and duration will affect a composition.</p>
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High, low, pitch, pulse, rhythm, heartbeat, long, short, glockenspiel, band, orchestra, solo, note, sheet music, harmony, texture, melody.	Audience, performance, communicates, sing rap, instruments, pop, rock, classical, jazz.	High, low, pitch, pulse, rhythm, heartbeat, long, short, glockenspiel, band, orchestra, solo, note, sheet music, harmony, texture, melody.