

Year 4		
Autumn	Spring	Summer
Recorder Skill Development / Singing/Tamboo Bamboo	Body Percussion2 - group composition.	Ukulele Introduction
<ul style="list-style-type: none"> ○ Singing development – more complex rounds ○ Recorder skills- minimum notes BAG CD ED ○ Start Tamboo Bamboo after half term 	<ul style="list-style-type: none"> ○ More complex body percussion patterns, teacher led. ○ Small group compositions with awareness of form and structure ○ Including recorders 	<ul style="list-style-type: none"> ○ Pluck open strings – read from stave ○ Strum open string and chord of C (minimum) ○ Recorder pieces with Uke ostinato
By the end of Year 4 most children should be able to:		
<p>Vocal</p> <ul style="list-style-type: none"> • Sing songs from memory with confidence, enjoyment and expression • Sing songs accurately at a given pitch with an octave range • Maintain a part in a more complex round as part of a small group • Sing songs which demand greater control of pitch, dynamics and rhythmic accuracy • Sight-sing simple melodic patterns with at least three notes from staff notation • Take the lead in simple vocal warm ups <p>Ensemble Development</p> <ul style="list-style-type: none"> • Play/sing in time with the group with sensitivity and awareness • Lead the class or a section, staying in time • Maintain an instrumental line within a mixed ensemble • Help create an arrangement for a piece which involves multiple parts <p>Recorders</p> <ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED • Articulate notes correctly • Use correct breath pressure • Play melodies from staff notation and by rote • Improvise patterns using notes learnt • Maintain part in an ensemble <p>Tamboo Bamboo</p> <ul style="list-style-type: none"> • Understand the origin of Bamboo Tamboo Music • Perform an ostinato with coordination as part of a group 		
<ul style="list-style-type: none"> • Read rhythms from grid notation • Play syncopated rhythms and recognise them aurally and visually • Improvise rhythms in a given space • Create ostinato rhythms as part of a group • Participate in a whole class piece <p>Ukulele</p> <ul style="list-style-type: none"> • Hold the ukulele correctly • Pluck using rest strokes and free strokes • Copy patterns aurally on open strings • Play patterns/pieces on open strings from staff notation • Strum downwards with good technique • Play a chord of C • Maintain a part in an ensemble <p>Listening and Understanding</p> <ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of four. • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Suggest and make improvements to their own work and comment using appropriate vocabulary • Suggest improvements related to the expression or performance of a piece • Recognise common orchestral instruments • Use some Italian terms when talking of pitch, tempo, duration and dynamics <p>*These outcomes assume that children have been participating in <i>Music'sCool™</i> in the EYFS and KS1</p>		
<p>Suggested Vocabulary: Tempo, pitch, dynamics, beat, rhythm, improvisation, composition, names of instruments, parts of the ukulele, ostinato, drone, round, structure, relevant notational symbols, pluck, strum, chord, harmony, ensemble, solo, arrangement, mood/expression words, relevant Italian terms.</p>		

YEAR 4	KNOWLEDGE	SKILL
<u>Baroque</u> <u>Classical</u>	<p>To know when the Baroque period was</p> <p>To know when the Classical period was</p> <p>To know the key features of classical music</p> <p>To know the names of some early composers and their famous music</p>	<p>To listen with attention to detail</p> <p>To give opinions about music we hear.</p> <p>To be able to recall and talk about facts about Baroque and Classical music and composers</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>