Subject Area – Music Year Group - Four

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Body and Tuned Percussion** Rainforests	**Adapting and transposing motifs** Romans	**Changes in pitch, tempo and dynamics** Rivers	**Rock and Roll** Rock and Roll	**Haiku, music and performance** Hanami Festival	**Samba and Carnival Sounds and Instruments** South America
Link to Programme of study	Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Composite Knowledge	**What is texture in music?** **What is structure?** **What is body percussion?** **How can we use different instruments and sounds to create texture?**	**What is a musical motif?** **How can we develop a musical motif?** **How can we transpose a musical motif?** **How can we improve our singing technique?**	**What is 'a capella' singing?** **What is breath control in singing?** **What does harmony mean?** **What is an ostinato?**	**Where and when was Rock and Roll created?** **What are the key features of Rock and Roll?** **What is a walking bassline?** **What is a hand jive?**	**How can poetry be used to compose music?** **What are layers in music?** **What is structure in music?**	**What is samba music? Where does it originate?** **What are the features of samba music?** **What are syncopated rhythms?** **What is a rhythmic break?**
Component knowledge	To use percussion and body percussion to create compositions with layers (texture). **Key skills:** Beginning to improvise	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.	To know that when you sing without accompaniment it is called 'A Capella'. To understand that harmony means playing	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals.	To know that expressive language (like a poem) can be used as inspiration for composing music. **Key skills:**	To know that Samba music originates in South America, and features call and response patterns and syncopated rhythms.

	musically within a given style. Using letter names, graphic notation and musical vocabulary to label and record their compositions.	**Key skills:** Beginning to improvise musically within a given style. Using letter names, graphic notation and musical vocabulary to label and record their compositions.	two notes at the same time, which usually sound good together. **Key skills:** Identifying gradual dynamic changes within a piece of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	To know that it was created after the second world war and it was intended to represent happiness. **Key skills:** Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Creating a piece of music with at least four different layers and a clear structure. Beginning to improvise musically within a given style.	**Key skills:** Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music.
National Curriculum KS2 (skills)	Pupils should be able to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.					
Vocabulary	**texture, structure, rhythm, pitch, body percussion**	**pitch, pulse, structure, notation, motif, transpose**	**pitch, dynamics, tempo, harmony, ostinato**	**rhythm, pulse, tempo, structure, walking bassline, hand jive**	**pitch, dynamics, texture, timbre, haiku, glissando**	**rhythm, pulse, tempo, dynamics, syncopation, rhythmic break**
Links to prior knowledge	-	-	-	-	-	-
Key knowledge for assessment	Children can use the terms **texture, structure, rhythm** and **pitch** correctly. Children can use body percussion and untuned percussion to create compositions in response to a stimulus.	Children can use the terms **pitch, pulse, structure** and **notation** correctly. Children can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance..	Children can use the terms **pitch, dynamics** and **tempo** correctly. Children can sing in tune and in harmony with others. Children can sing with good breath control.	Children can use the terms **rhythm, pulse, tempo** and **structure** correctly. Children can discuss the history of rock and roll, including when and why it was created.	Children can use the terms **pitch, dynamics, texture and timbre** correctly. Children can create a piece of music with at least four different layers and a clear structure. Children can begin to improvise musically within a given style.	Children can use the terms **notation, pitch** and **key** correctly. Children can perform from basic staff notation. Children can sing with accuracy and control, and demonstrate vocal technique.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody