

Year 4 Overview – Music

<u>Term</u>	<u>Tasks</u>	<u>Knowledge, Skills and Understanding</u> - taken from National Curriculum and <u>Focus Statements.</u>	<u>Resources</u>	<u>Useful information and links.</u>
<u>Autumn</u> <u>1</u>	<u>Harvest Production – songs, movement and accompaniment.</u> - Harvest Production – Learn songs, lyrics and movements as a collective, including those that may have solo or small group sections. What is a percussion instrument? – Aim : To investigate the school collection of tuned and un-tuned instruments and look at shape, form, material, sound made, collections etc. Draw pictures and show understanding of the percussion family. - Choose a song from the production to create an accompaniment for. Work in small groups to create, compose, rehearse and perform the accompaniment alongside the song.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory. <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch. Play clear notes on instruments and use different elements in composition. <u>COMPOSE</u> – Improvise and compose music for a range of purposes using inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. Use notation to record compositions in a small group or individually.	- Production script and CD - Wide range of tuned and un-tuned Percussion instruments	Please take photographs and create a topic page as evidence for Music files.
<u>Autumn</u> <u>2</u>	<u>Class Orchestra – Music Express.</u> - Lesson 1, section 1 – Listen to rhythm patterns in three different songs. Compare sounds, instruments, feelings and opinions of the three songs. Lesson 3, sections 1 and 3 – Listen to Christmas Calypso. Learn verse, chorus, sing in small groups, and perform as a class. Understand the term 'phrase'.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Identify and describe the different purposes of music.	- Music Express book pages 18 – 25 - CD tracks 23 – 36 - Photocopy page 24 - Percussion instruments	Calypso music from Trinidad. www.youtube.com/watch?v=JpUh5wUBkbM

	3. Lesson 4, section 1 - Add a steady beat to Christmas Calypso using percussion. 4. Lesson 5 - Play tuned percussion as an accompaniment to Christmas Calypso. Join together Lessons 2/3/4 and perform Christmas Calypso to another class.	• <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch.		
<u>Spring</u> <u>1</u>	<u>Dragon Scales - Music Express.</u> 1. Lesson 1, section 1 - What is pitch? Listen to Track 37 and discuss changes in pitch. Follow the song and pitch match showing higher and lower notes with hand movements. 2. Lesson 1, section 2 - What is the difference between a step and a leap in music? A step would be playing the next note and a leap is where the notes are further up or down the scale. 3. Lesson 2, section 1, 2 and 3 - Following pitch, identifying notes and creating an individual melody. 4. Lesson 4, section 1 - Play a scale along with a song. Some children to sing while others play and then swap. 5. Lesson 4, section 1 and 2 - Doe, Ray, Me melody with hand signals to show scale and increase/decrease in pitch. 6. Lesson 5, sections 1, 2 and 3 - Learn and perform Doe, Ray, Me in a round and using Kodaly hand signals for pitch.	• <u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory : Listen carefully and recognise high and low phrases. • <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch. • <u>USE AND UNDERSTAND</u> - Use and understand staff and other musical notations: Use notation to record and interpret sequences and pitch.	• Music Express book pages 26 - 35 • CD tracks 37 - 43, 46-52 • Photocopy page 28, 31, 32 • Glockenspiel • Xylophone • Chime bars	Sound of Music clip of Doe, ray, me - https://www.youtube.com/watch?v=drnBMAEA3AM

<u>Spring</u> <u>2</u>	<u>Music Appreciation – Classical Composer: Mozart and the modern music of Stevie Wonder.</u> - Who was Wolfgang Amadeus Mozart? Aim : To complete a character study about Mozart and his work. Children to use ipads to research. This could be a written piece/fact file/poster about Mozart for files and also for display. - Listen to 'The Marriage of Figaro', which is one of Mozart's most famous pieces. Each child to have an A4 piece of paper and a coloured crayon. As they are listening they need to take their crayon on a journey. When the music gets louder, how would that look on the page? Why? Etc. Complete again but for 'Symphony no.40'. How are the pieces similar? Different? Which do you prefer? Why? - Stevie Wonder - Who is he? Why is he famous? Research and discuss his influence on more modern music. Listen to a range of his work – give opinions and reasons. - In 2018, there was a Stevie Wonder Medley in the Young Voices concert. Listen, watch the clip and sing along with the CD. - Discuss how both Mozart and Wonder had an influence on their generation and are still influencing music today. As children to choose a favourite piece of the day and explain their decision.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases. Explain why silence is often needed in music and explain what effect it has. <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. Identify and describe the different purposes of music. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music : Recognise the work of at least one famous composer. Begin to identify the style of work of Beethoven, Mozart and Elgar,	- Smartboard - Ipads - Young, Gifted and Black book – Page 36 (S.Wonder) - Young Voices 2018 song words and CD	Mozart – The Marriage of Figaro https://www.youtube.com/watch?v=8OZCyp-LcGw Mozart – Symphony no.40 – https://www.youtube.com/watch?v=JTc1mDieQI8 Stevie Wonder – Greatest hits mash up – https://www.youtube.com/watch?v=iAR2GuD0SIY Stevie Wonder – Sir Duke – https://www.youtube.com/watch?v=s6fPN5aQVDI Stevie Wonder – As – https://www.youtube.com/watch?v=KWhMyOsOpCQ Stevie Wonder – I Wish – https://www.youtube.com/watch?v=hYKYka-PNtO Stevie Wonder – Signed, Sealed, Delivered – https://www.youtube.com/watch?v=kgT9QJ2htMc Young Voices 2018 – Part of the Stevie Wonder Medley https://www.youtube.com/watch?v=cDEhlyjQMmg
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<u>Summer</u> <u>1</u>	<u>Painting with Sound – Music Express.</u> - Lesson 1, sections 1, 2, 3 – Understand how music can be used to show feelings, emotions and mood. Listen to Tracks 56 and 57. They are contrasting. What does this mean? How are they similar? Different? Play the tambourine game to enhance understanding. - Lesson 2, sections 1,2(verbal only),3 – Listen to 'Day Off' Track 58/59. What is the song about? Listen carefully! Look at the pictures of the places visited. Can you identify them now? What are the key features of each? - Lesson 3, sections 1,2,3 – Composition. Ch to work in small groups to compose a 30 second piece for one of the 6 places visited on the 'Day Off'. The idea is to put together a class composition of the day, running around the world, showing the different places and activities through music. - Lesson 4, sections 1,2,3 – Rehearse, evaluate, improve and perform a class version of 'Running around the world'.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory: Explain why silence is often needed in music and explain what effect it has. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. Identify and describe the different purposes of music. <u>COMPOSE</u> – Improvise and compose music for a range of purposes using inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. Use notation to record compositions in a small group or individually. <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch. Play clear notes on instruments and use different elements in composition. Maintain own part whilst others are performing their part.	- Music Express book pages 36 - 43 - CD tracks 56 - 60 - Photocopy page 38, 41 - Range of tuned and un-tuned percussion instruments.	Traditional Chinese music https://www.youtube.com/watch?v=rqZbR16Qs1o Dolphin sounds https://www.youtube.com/watch?v=VPj4kK0uOH4 Sounds of Nepal https://www.youtube.com/watch?v=EVxxTXceA3Y Mexican dance band https://www.youtube.com/watch?v=txmmQEEX-Ts Sounds of the Sahara https://www.youtube.com/watch?v=LymMMxl0rmo Limbo dancing – play from 8 mins https://www.youtube.com/watch?v=PrtWG6YdNtg
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<u>Summer</u> <u>2</u>	<u>Music Appreciation – Elton John.</u> - Who is Elton John? What does he do? Why is he famous? Explain that his career started in 1962 and is still current now. Elton John is a singer, songwriter and composer. He was born in 1947 in Middlesex, England, and named Reginald Dwight. Elton John is his stage name. He has achieved 69 top 40 singles, with 32 in the top 10 and 7 number ones. He is a famous performer, but also famous for his multi-coloured eye wear and flamboyant clothing. In 2019 the film 'Rocketman' was released – a movie about his rise to fame in the 1970s and his partnership with Bernie Taupin, a friend, and fellow singer songwriter. Show some famous, well known songs. 'Your Song' was EJ's first UK number one hit and it came from his second album in 1969. Use Reading Enrichment skills to understand the lyrics and story of the love song. Decorate page with information and pictures for display. - Film song compositions – EJ has composed music for many films, including :The Lion King (where he worked with lyricist Tim Rice and composer Hams Zimmer), Gnomeo and Juliet. His songs have appeared in many more movies, including Sing! Watch clips. Discuss, evaluate, rate – give scores out of five stars. See sheet. - Importance of music – effect on an audience. Watch a clip from Gnomeo and Juliet with no sound. What is happening here? How do you know? How does it make you feel? Then, watch again, but with the sound on. How does this compare? Music adds emotion, feelings and empathy to a visual – it can have an effect on the audience. Discuss and describe effects. Use a clip from Lion King also.	<u>HISTORY OF MUSIC</u> – Develop an understanding of the history of music : Recognise the work of at least one famous composer. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. Identify and describe the different purposes of music.	- Smartboard - Task sheets - Song and movie clips	Elton John - Rocket Man 1972 – Play up to 1:48 https://www.youtube.com/watch?v=r_QZe8Z66x8 EJ Crocodile Rock https://www.youtube.com/watch?v=xw0EozkBWuI EJ Tiny Dancer – play from 2:30 for chorus https://www.youtube.com/watch?v=KBWfUc5iKiM Still making music! EJ and Gary Barlow – Face to Face – 2013 https://www.youtube.com/watch?v=fOmCw1tuyrY Elton John – Your Song – Top of the pops 1971 https://www.youtube.com/watch?v=GIPIfCy1urI Lady Gaga singing Your Song 2018 https://www.youtube.com/watch?v=OAuIY_eaL5U EJ singing with Taron Egerton – Your Song 2019 https://www.youtube.com/watch?v=djbYnvpvWso The Lion King – Circle of life 1994 https://www.youtube.com/watch?v=GibiNy4d4gc The Lion King – I just can't wait to be King https://www.youtube.com/watch?v=l8UFnc85-xM Gnomeo and Juliet – Hello, Hello – 2011 https://www.youtube.com/watch?v=g6vWHeKtZ6M Gnomeo and Juliet – Crocodile Rock https://www.youtube.com/watch?v=Buh4AeBKa5o EJ – I'm still standing' from a concert in 1986 https://www.youtube.com/watch?v=QHMoeH2xtxl 'I'm still standing' from the movie Sing! 2016 https://www.youtube.com/watch?v=OJVxOTty9w Clip for Lesson 4 https://www.youtube.com/watch?v=RJhY5G7ONzc
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