



Jerry Clay Academy Subject Unit Overview

Subject Unit Overview Subject: Music Year Group: 4 Term: Autumn 1

Musical Spotlight Theme: Developing notation skills
Social theme – How does music bring us closer together?

The Elements of Music that build and deepen over time

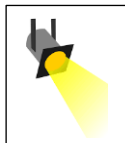
As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning.

As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year 4



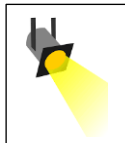
Musical Elements

Pulse/Beat/Metre

Recognise and move in time with a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

Respond to the 'offbeat' or 'backbeat'.



Rhythm

Recognise by ear and notation:

- Semibreves, minims, crotchets, quavers and semiquavers
- Dotted minims and dotted crotchets

Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.

Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.

Understand and explain the difference between beat and rhythm.

Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify and explain what a melody is.

Learn to sing and follow a melody by ear and from notation.

Understand melodic movement up and down as pitch.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, F, G, A, B, C, C#, D

Identify the following scales by ear or from notation:

C major

F major

G major

A minor

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Identify and talk about the way vocals are used in a song.

Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.

Explore intervals of 3rd, 5th and octaves.

Identify the following tonal centres by ear or from notation:

C major

F major

G major

A minor

Identify and demonstrate a major and minor scale.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Dynamics

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

Timbre	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>
Texture	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>
Structure (Form)	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

Year 4 Musical Progression Guide

(to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. **Blue text:** Others will be working at greater depth.

Unit 1: How Does Music Bring Us Together?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 112bpm Time Signature: 4/4 Key Signature: C major	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: C, D, E	Tempo: 112bpm Time Signature: 4/4	Key Signature: C major Improvise section using: C, D, E, G, A

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Hoedown (Glockenspiel) 4/4, F major, 48bpm	F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭ (Minims, crotchets, quavers)	F, G, A, B ♭, C (Minims, crotchets)	F, G (Minims)	N/A		N/A		
(Recorder)	F, G, A, B ♭, C (Minims, dotted crotchets, crotchets, quavers)	F, G, A, B ♭ (Minims, crotchets)	F, G, A, B ♭, C (Crotchets)	F, G (Crotchets)					
I'm Always There	N/A				N/A		N/A		
Martin Luther King	N/A				N/A		N/A		

Musical Styles

Year 4 Unit 1 - How Does Music Bring Us Together?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Hoedown	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
2	Go Tell It On The Mountain	Unknown	Reggae	1865
3	I'm Always There	Joanna Mangona	Soul: Ballad	2020/21
4	Trick Or Treat	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
5	Martin Luther King	Chris Madin	R&B	2020/21



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Musical Spotlight Theme: Interesting Time Signatures
Social theme – How does music bring us closer together?

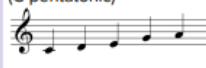
Core Learning of This Unit:

Understanding Music

Tempo:	Moderato — at a moderate speed (112 bpm)
Time Signature:	4/4 — there are four crotchet beats in a bar
Key Signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers

Improvise Together

Time Signature:	4/4
Key Signature:	C major
Notes:	C, D, E, G, A (C pentatonic)



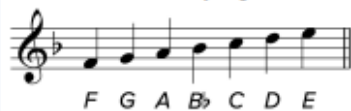
Year 4 continues to embed all the foundational elements of music with a focus on time signatures. 2/4, 3/4 and 4/4 plus some less common time signatures such as 6/8

SONG 1 Hoedown

Style: 20th and 21st Century
Orchestral

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: F major — there is one flat in the key signature



Circle the part you played:

- Part 1: F, G, A, B♭, C
- Part 2: F, G, A, B♭
- Part 3: F, G, A, B♭, C
- Part 4: F, G

SONG 2

I'm Always There

Style: Soul Ballad

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: C major — there are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:

SONG 3

Martin Luther King

Style: R&B

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: B♭ major — there are two flats in the key signature



Discuss together what this song was about. Write down three words about the song:

Prior Learning:

- Recognise and move in time with the beat
- Play the steady beat on percussion instruments
- Recognise the strong beat
- Play in time with a steady beat in 2/4, 3/4 and 4/4.

National Curriculum

Statements: Key stage 2

- 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

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
Tuned percussion – xylophone, chime bars, glockenspiel,
Call and response,
Loud/soft, long/short, body percussion