



Year Group	4	Term	Summer	Subject	Music	Topic The Beatles - Blackbird	
Prior Learning and other Curriculum Links	Year 1: I can discuss feelings and emotions linked to different genres of music Year 2: I can begin to describe a piece of music using my key vocabulary Year 3: - I understand that improvisation is when a composer makes up a tune within boundaries - I can compose a simple piece and write it down then perform it - I am developing my understanding of written notation including crotchets and rests				Skills statements	<u>Listen & Appraise</u> To confidently identify and move to the pulse. <ul style="list-style-type: none">• To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).• Talk about the music and how it makes them feel. <u>Singing</u> <ul style="list-style-type: none">• To sing in unison and in simple two-parts.• To demonstrate a good singing posture.• To follow a leader when singing.• To enjoy exploring singing solo.• To sing with awareness of being 'in tune'.• To rejoin the song if lost.• To listen to the group when singing. <u>Playing</u> <ul style="list-style-type: none">• To treat instruments carefully and with respect.• Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.	

			<ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song <p><u>Composition</u></p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
<p>Fundamentals</p>	<p>Listen: To develop an understanding of the history and context of music and listen with attention to detail at different genres. Recall sounds with increasingly aural memory.</p> <p>Understand: To understand how pulse, rhythm and pitch work together</p> <p>Appraise (oracy): To appraise a piece of music and compare to other genres using key vocabulary and explain their favourite musician and why</p>	<p>Key Facts/Sticky Knowledge</p>	<ul style="list-style-type: none"> - How to appraise music by The Beatles. - Compare and contrast songs by The Beatles using musical vocabulary. - Understand the style indicators of music by The Beatles. - Find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing in unison with an awareness of being in tune, of other singers in the group and a song's mood • Follow the directions of a musical leader and sing a pop ballad from memory

	<p>Perform: To play and perform in a solo or ensemble context with some accuracy, control, fluency and expression.</p> <p>Improvise: To improvise with increasing confidence using voice, rhythm and pitch</p> <p>Compose: I can compose complex rhythms</p> <p>Notation: To develop an understanding of written notation focusing on staves, semi-breves, dotted crotchets and notation previously taught in Y3/Y4</p>		<ul style="list-style-type: none"> • Play 2 note instrumental parts accurately and in time, both by ear and from notation (C + D) • Improvise using instruments within the context of a song (1 or 2 given notes: C + D) • Compose a melody using simple rhythms (based around 3 notes: C + D+ E) • Identify the structure of a pop ballad • Identify the instruments and voices used in a pop ballad (strings, piano, guitar, bass, drums) • Identify some of the style indicators of pop ballads • When listening to a song, comment on tempo, dynamics and texture • Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting • Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions • Appraise a performance, discussing what went well and how it could be improved • Discuss music using musical term
<p>Our Curriculum Journey</p>	<p>Journey: The children will begin the topic of The Beatles. They will then appraise by recognising the style indicators of music by The Beatles using musical terminology. Moving on, they will compare a variety of songs before moving onto music making, focusing on performance and composition.</p>		
<p>Key Vocabulary (revisited)</p>	<ul style="list-style-type: none"> • Quavers • Musical styles • Body percussion • Challenging rhythms • Untuned instruments • Tuned instruments • Solo • Ensemble • Formal written notation • Minims • Voice • Staves • Semibreves 	<p>Key Vocabulary (new)</p>	<ul style="list-style-type: none"> - By ear - Notation - Backing vocal - Piano - Organ - Acoustic guitar - Percussion - Birdsong - Civil rights - Racism - Equality

- Dotted crotchets
- History of music
- Timbre
- Keyboard
- Electric guitar
- Bass
- Drum
- Improvise
- Compose
- Melody
- Pulse
- Rhythm
- Pitch
- Tempo
- Dynamics
- Timbre
- Texture
- Structure
- Hook
- Riff
- Melody
- Solo
- Pentatonic scale
- Unison
- Musical style
- Rapping
- Lyrics
- Choreography
- Digital/electronic sounds
- Turntables