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| **Year 4 – Autumn – What is more precious: Water or Gold?**  **Main Ideas**  A1 A2 A3 A4 PSC1PSC2 PSC3 PSC4 PSC5 P1 P2   * Recognise and talk about a piece of orchestral music from a great composer * Understand the structure of a pop song * Appreciate the work of ABBA   **Learn**   * Recognise, appreciate and know facts about Smetana’s The Moldeau * Know the structure of a pop song and how the different sections are organised * Identify instruments and voices in a pop song * Sing in time and with correct pitch with a piece of the music * Play an instrument accurately as part of a performance (3 notes ) * Improvise with the track in lessons and as part of a performance * Compose a simply melody using simple rhythms and the pentatonic scale * Perform, record and evaluate their performance | **Links**  Geography – The journey of a river.  **Music**  Year 2 and Year 3 Appreciate. Romantic era  Year 1 Appreciate. The Four Seasons. | **Key vocabulary:**  Symphonic poem, riff, pentatonic scale, hook, unison  , |

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| **Objective and Success Criteria** | **Coverage** | **Key Questions** | **Children should be able to** | **Resources** |
| Appreciate  A1 A2 A3 A4  To listen with concentration and understanding to a range of high-quality live and recorded music | Smetana - The River Moldeau (or The Vltava) | * Do you like the piece of music? * What can you hear? * What is the style of this music? * When was it written? * How does it make you feel? | * Recognise the piece of music. * Know: * Composer: Bedrich Smetana * Country: Czechoslovakia (Now the Czech Republic) * Style: Orchestral * When: 1882 Romantic era | <https://berkshire.charanga.com/search?search%5Bterm%5D=Smetana> |
| Appreciate  A1 A2 A3 A4  To understand the structure of a pop song  To identify the different instruments in a piece of music | **ABBA songs/pieces:**   * Mamma Mia * Dancing Queen * The Winner Takes It All * Waterloo * Super Trouper * Thank You For The Music | * What sections of the song are repeated? * Is there a hook? * How are the sections of the song linked? * What different instruments can you hear? * Which instruments/ voices sing/play in which sections? * Does the song tell a story? | * Identify the piece’s structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. * Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. * Find the pulse whilst listening. | Charanga Year 4 Autumn  Mamma Mia Unit |
| Play, Sing and Create  PSC1 PSC4  To understand pitch, pulse and rhythm | Play rhythm and pitch games through Charanga bronze and silver challenges | * What is the different between pulse, rhythm and pitch? | By singing, using glocks and/or recorders   * play and copy back using up to 2 notes – G + A. |
| Play, Sing and Create  PSC2  To learn to sing and use voices | Warm-up for singing – Use Charanga warm-up activities  Learn to sing Mamma Mia in unison | * Why do we need to warm up our voices? * How do we know when to join in and stop at the correct time? * How can we sing with meaning? | * Understand the importance of working together as part of a group. * Understand how and why we warm up our voices. * Join in and stop as appropriate * Know how melody and words should be interpreted. * Sing with good diction. * Perform with a good sense of pulse and rhythm. |
| Play, Sing and Create  PSC4 PSC5  To play instrumental parts with the song | Play glocks and/or recorders | * Can you play accurately and in time? | * Play instrumental parts with the song by ear and/or from notation using the easy or medium part. * Use up to 3 notes – G, A + B. |
| Play, Sing and Create  PSC3 PSC4  To improvise with the song Mamma Mia | Improvise rhythms by clapping and singing or using glocks. | * What makes a good ‘answer’? | * Clap and improvise (simple rhythmic patterns). * Copy back. * Question and Answer. * Sing and Improvise (simple patterns). * Copy back using voices and instruments. * Question and Answer using voices and instruments. |
| Play, Sing and Create  PSC3 PSC4  To compose with the song Mamma Mia |  | * How does your composition fit with the song? | * Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) |
| Perform and Share  P1 P2  Perform, record and evaluate performance | Learn, practice, rehearse and perform Mamma Mia  Record the performance and discuss it. | * Did you enjoy it? * What went well? * What could have been better? * Can you add some funky dance moves? | * Children contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. * Record the performance and discuss their thoughts and feelings towards it afterwards |
| **Assessment Questions**  How do you know it is a song by ABBA?  How did you learnt this song and why? | | | | |

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| **Year 4 – Spring –What did the Romans ever do for me?**  **Main Ideas**  A1 A2 A3 A4 PSC2 PSC3 PSC5 P1 P2 P3   * Understand what a brass instrument is, how a sound is produced * Know some well-known pieces of brass music * Learn to play a tuned instrument (cornet) * Begin to learn to read musical notation * Perform in a school production   **Learn**   * Listen, discuss and compare a variety of brass music * Recognise members of the brass family * Play tuned instruments musically * Begin to play music from a stave * To sing to entertain an audience | | **Links**  **Music**  Year 3 -Build on learning a tuned instrument (recorder) | | **Key Vocabulary**  Trumpet, cornet, voluntary, valve, mouthpiece, bell end, brass, embouchure, diaphragm | |
| **Objective and Success Criteria** | **Coverage** | **Key Questions** | **Children should be able to** | | **Resources** |
| Appreciate  A1 A2 A3 A4  To listen with concentration and understanding to a significant piece of recorded music | Listen and appreciate a variety of trumpet/ brass pieces of music   * Classical: Joseph Haydn - Trumpet Concerto (3rd movement) * Jazz trumpet: * Louis Armstrong – la Vie En Rose * Dizzy Gillespie * Mile Davies * Brass band : Grimethorpe * Colliery Brass Band | * Can you compare the different pieces of music? * How do the different pieces of music make you feel? * Do you like the pieces of music? * What can you hear? * What is the style of this music? | * Identify solo and ensemble passages * Recognise the different styles of music * Use the key vocabulary (tempo, dynamics, rhythm, melody, timbre) to describe the music. | | <https://www.bbc.co.uk/programmes/articles/3l57JKsqyTRyqZGlKWfGwGf/trumpet-concerto-3rd-movement-by-joseph-haydn> |
| Appreciate  A3  To be able to recognise members of the brass family | Know the instruments in the brass family  Know the parts of the cornet | * Which brass instrument plays the lowest/ highest notes? * What is same/ different between the different brass instruments? | * Recognise and name the members of the brass family from their appearance and their sound | | Examples of instruments/ poster |
| Play, Sing and Create  PSC3 PSC5  To be able to play tuned instruments (cornet) | * Know how to hold, finger and blow the cornet * Understand how to control breathing * Understand about the correct embouchure * Know musical notation of crochets, minims, semibreves and rests, dotted crochets and quavers * Play the notes middle C D F B(ledger note) E G | * How can do we produce a pure sound? * What are the musical symbols for different lengths of notes? * How do we know what pitched note to play? | * Play the cornet musically * Read and play rhythms off a stave (crochets, minims, semibreves and rests, dotted crochets and quavers) * Read and play notes off a stave (middle C D F B(ledger note) E G) | | Cornets and lessons provided by Berkshire Maestros |
| Perform and Share  P1 P2 P3 PSC2  To be able to take part in a performance to the school community | * Learn songs by heart for LKS performance * Understand how movement can enhance the experience for the audience * Sing clearly and project voices | * How can practice improve my performance? * What can I do to entertain and engage an audience? | * Perform together in an ensemble. * Understand how and why we warm up our voices. * Join in and stop as appropriate * Learn how to follow a leader/conductor. * Know how melody and words should be interpreted. * Sing with good diction. * Perform with a good sense of pulse and rhythm. * Do all of this in front of an audience. * Learn about performance and building confidence. * Understand about practice. | |  |
| **Assessment Questions**  Can I produce notes of different pitches on the cornet?  Can I play a melody in response to musical notation on a stave? | | | | | |

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| **Year 4 – Summer- How have our coasts made Britain great?**  **Main Ideas**  A1 A2 A3 A4 PSC2PSC3 PSC5 P1 P2 P3   * Recognise and talk about a piece of orchestral music from a great composer * Learn to play a tuned instrument (cornet) * Begin to learn to read musical notation * Enjoy singing to perform   **Learn**   * Recognise, appreciate and know facts about Debussy’s Le Mer * Play tuned instruments musically * Begin to play music from a stave * To sing to entertain an audience | | **Links**  **Music**   * Appreciate: Saint Saens – Carnival of the Animals (romantic French composer). * Build on learning a tuned instrument in Year 3 * Build on the musical skills of singing and performing from KS1 | | **Key Vocabulary**  Symphony, stave, crochet, quaver, minim, semibreve, rest. | |
| **Objective and Success**  **Criteria** | **Coverage** | **Key Questions** | **Children should be able to** | | **Resources** |
| Appreciate  A1 A2 A3 A4  To listen with concentration and understanding to a range of high-quality live and recorded music | * Debussy – La Mer | * Do you like the piece of music? * What can you hear? * What is the style of this music? * When was it written? * How does it make you feel? | * Recognise the piece of music. * Know: * Composer: Claude Debussy * Country: France * Violin concerto (a string orchestra with a violin solo) * Written in 1723 in the Baroque era * Style: Orchestral | |  |
| Appreciate  A3  To be able to recognise members of the brass family | Know the instruments in the brass family  Know the parts of the cornet |  | Recognise and name the members of the brass family from their appearance and their sound | |  |
| Play, Sing and Create  PSC3 PSC5  To be able to play tuned instruments (cornet) | Know how to hold, finger and blow the cornet  Understand how to control breathing  Understand about the correct embouchure  Know musical notation of crochets, minims, semibreves and rests, dotted crochets and quavers  Play the notes middle C D F B(ledger note) E G | How can do we produce a pure sound?  What are the musical symbols for different lengths of notes?  How do we know what pitched note to play? | Play the cornet musically  Read and play rhythms off a stave (crochets, minims, semibreves and rests, dotted crochets and quavers)  Read and play notes off a stave (middle C D F B(ledger note) E G) | | Cornets and lessons provided by Berkshire Maestros |
| Perform and Share  P1 P2 P3 PSC2  To be able to take part in a performance to the school community | * Learn sea shanty and sea side songs by heart for summer picnic performance * Understand how movement can enhance the experience for the audience * Sing clearly and project voices | * How can practice improve my performance? * What can I do to entertain and engage an audience? | * Perform together in an ensemble. * Understand how and why we warm up our voices. * Join in and stop as appropriate * Learn how to follow a leader/conductor. * Know how melody and words should be interpreted. * Sing with good diction. * Perform with a good sense of pulse and rhythm. * Do all of this in front of an audience. * Learn about performance and building confidence. * Understand about practice. | | * I do like to be beside the sea side * Sea shanties- Bobby Shafto, What shall we do with a drunken sailor, speed bonnie boat   (WASMA 2020 – resources) |
| **Assessment Questions**  Can I produce notes of different pitches on the cornet?  Can I play a melody in response to musical notation on a stave?  What makes an entertaining performance? | | | | | |