



Ready,  
Respectful,  
Safe

## Music Overview

Cathcart Street Primary School 2024-2025

	Autumn	Spring	Summer
<b>Music – Year 4</b>	<b>Year 4: NC Objectives</b>	<b>Year 4: NC Objectives</b>	<b>Year 4: NC Objectives</b>
	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.	Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music.
	<b>Year 4 Key Learning</b>	<b>Year 4 Key Learning</b>	<b>Year 4 Key Learning</b>

	<p style="text-align: center;"><b>Charanga</b></p> <p><b>Mamma Mia- Glockenspiel Stage 2-</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>- To talk about the music and how it makes you feel.</li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>- To enjoy exploring singing solo.</li> </ul> <p><b>Play &amp; Perform</b></p> <ul style="list-style-type: none"> <li>- To 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.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>- To listen to and sing back melodic patterns. Then to use the instruments to listen and play your own answer using two notes.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- To help create at least one melody using three or all five different notes</li> </ul>	<p style="text-align: center;"><b>Charanga</b></p> <p><b>Stop!- Lean on Me -</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>- To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> </ul> <p><b>Play &amp; Perform</b></p> <ul style="list-style-type: none"> <li>- To rehearse and perform their part within the context of the Unit song.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>- To use the instruments to listen and play your own answer using different notes.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<p style="text-align: center;"><b>Charanga</b></p> <p><b>Blackbird - Reflect, Rewind and Replay</b></p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>- Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul> <p><b>Sing</b></p> <ul style="list-style-type: none"> <li>- To listen to the group when singing.</li> </ul> <p><b>Play &amp; Perform</b></p> <ul style="list-style-type: none"> <li>- To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>- Using your instruments, listen and play your own answer using two different notes</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>- Plan and create a section of music that can be performed within the context of the unit song</li> </ul>
<b>Vocabulary</b>	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns	Musical style, rapping, lyrics, digital/electronic sounds, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo	Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff
<b>Enrichment</b>			