**Music Overview**

**Cathcart Street Primary School 2023-2024**

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|  | **Autumn** | **Spring** | **Summer** |
| **Music – Year 4** | **Year 4: NC Objectives** | **Year 4: NC Objectives** | **Year 4: NC Objectives** |
| 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. |
| **Year 4 Key Learning** | **Year 4 Key Learning** | **Year 4 Key Learning** |
| **Charanga**  **Mamma Mia-** Glockenspiel  **Glockenspiel Stage 2-** Glockenspiel  **Listen and Appraise**   * To talk about the music and how it makes you feel.   **Sing**   * To enjoy exploring singing solo.   **Play & Perform**   * 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.   **Improvisation**   * To listen to and sing back melodic patterns. Then to use the instruments to listen and play your own answer using two notes.   **Composition**   * To help create at least one melody using three or all five different notes | **Charanga**  **Stop!-** Voice  **Lean on Me -** Recorder  **Listen and Appraise**   * To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).   **Sing**   * To sing in unison and in simple two-parts.   **Play & Perform**   * To rehearse and perform their part within the context of the Unit song.   **Improvisation**   * To use the instruments to listen and play your own answer using different notes.   **Composition**   * To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. | **Charanga**  **Blackbird- Recorder**  **Reflect, Rewind and Replay**  **Listen and Appraise**   * Listen carefully and respectfully to other people’s thoughts about the music.   **Sing**   * To listen to the group when singing.   **Play & Perform**   * To record the performance and say how they were feeling, what they were pleased with what they would change and why.   **Improvisation**   * Using your instruments, listen and play your own answer using two different notes   **Composition**   * Plan and create a section of music that can be performed within the context of the unit song |
| **Vocabulary** | 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 |
| **Enrichment** |  |  |  |