

National Curriculum links:

- 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
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians •
Develop an understanding of the history of music

• **Music: Year 4**

Sequence of learning:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Body and tuned percussion</u>	<u>Wider Opportunities- Trumpet lessons whole class</u>	<u>Changes in pitch, tempo and dynamics</u>	<u>Wider Opportunities- Trumpet lessons whole class</u>	<u>Samba and carnival sounds and instruments</u>	<u>Wider Opportunities- Trumpet lessons whole class</u>
To identify structure and texture in music.		To sing in two parts using expression and dynamics.		To recognise and identify the main features of samba music.	
To use body percussion.		To recognise key elements of music.		To understand and play syncopated rhythms.	

To create musical rhythms using body percussion.		To perform a vocal ostinato.		To play syncopated rhythms as part of a group.	
To create simple tunes.		To create and perform an ostinato.		To compose a basic rhythmic break.	
To build and improve a composition.		To improve and perform a piece of music based around ostinatos.		To perform rhythmic breaks within a samba piece.	

Key vocabulary:			
Pizzicato	Col Legno	Bass line	Glissando
acapella	ostinato	Staccato	Walking bass line