



Halsall St Cuthbert's CE Primary School Music



Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

Year 4

Topic: BBC 10 Pieces Holst "The Planets – Mars"

<https://www.bbc.co.uk/teach/ten-pieces/articles/zf6hsrd>

Objectives

- NC 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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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.

Key Vocabulary

Coda, Crescendo, Motif, Ostinato, Pitched percussion, Unpitched percussion, Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)

Enrichment Opportunities

Biography, display, live performances, watch recorded performances

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can listen and reflect on a piece of orchestral music
- I know musical motifs from Holst's Mars and structure them into a piece
- I can invent my own musical motifs and structure them into a piece
- I can perform as an ensemble
- I know the name of the musical composer Holst

Year 4

Topic: Glockenspiels

Objectives

- NC 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
- Perform a simple piece of music on the glockenspiel

Key Vocabulary

Notes, stave, strike, beat, rhythm, pitch, dynamics, Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)

Enrichment Opportunities

Perform to a real audience in assembly

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can play a piece of music on the glockenspiel
- I can read musical notation to play a tune

Year 4

Topic: BBC 10 Pieces Hans Zimmer "Earth" <https://www.bbc.co.uk/teach/ten-pieces/articles/zvg4vk7>

Objectives

- NC 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 interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- 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.

Key Vocabulary

Crescendo, duration, Pianissimo, motif, pitched and unpitched, Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)

Enrichment Opportunities

Biography, display, live performances, watch recorded performances

Values

End Outcomes and assessment

Environment & Locality:

Equality & Diversity:

Expression & Confidence:

- I can listen and reflect on a piece of orchestral music
- I know musical motifs from Hans Zimmer and structure them into a piece
- I can invent my own musical motifs and structure them into a piece
- I can perform as an ensemble
- I know the name of the musical composer Hans Zimmer
- I can compare the work of Holst (from previous unit) and Zimmer

Year 4

Topic: Music Technology Yustudio

Objectives

- NC 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
- To begin to use digital music production technology

Key Vocabulary

Digital music production, notes, stave, texture, dynamics, Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)

Enrichment Opportunities

performances

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can use digital software to produce a simple piece of music
- I can arrange and mix their own composition in a Hip Hop style using YuStudio
- I make musical decisions
- I can balance the overall sound of their tracks
- I can create drum beats, melodies and basslines with note guidance
- I can build chords and melodies based on a chosen musical key and scale
- I can use sound effects eg EQ and delay
- I can experiment with the arrangement as a whole, deleting and duplicating different sections, to create an effective track

Year 4

Topic: “Living on a Prayer” Rock Singing Charanga Unit

<https://www.lancashiremusicclub.co.uk/scheme/1312105-year-5/1312323-livin-on-a-prayer>

Objectives

- NC 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
- To listen and appraise a piece of music
- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.
- Find the pulse whilst listening
- Sing along to a familiar song
- Accompany the music with an instrument and follow the beat

Key Vocabulary

Rock, pulse, verse, chorus, bridge, lyrics, structure, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

Enrichment Opportunities

Perform for a real audience

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can sing along to a familiar rock song
- I can improvise along with tuned and untuned instruments
- I can appraise a selection of rock songs

Year 4

Topic: Music Technology

Yustudio Compose own theme – link to English unit

Objectives

- NC 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
- To use and understand staff and other musical notations
- To use digital music technology for a given purpose - music to fit a poem

Key Vocabulary

Staff, notes, digital music production, notes, stave, texture, dynamics, getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)

Enrichment Opportunities

Link to English - Jabberwocky poem

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can create a piece of music to fit the poem "The Jabberwocky" using digital software
- I make musical decisions
- I can balance the overall sound of their tracks
- I can create drum beats, melodies and basslines with note guidance
- I can build chords and melodies based on a chosen musical key and scale
- I can use sound effects eg EQ and delay
- I can experiment with the arrangement as a whole, deleting and duplicating different sections,
- to create an effective track