

Music Curriculum 2023/24 – Years 3 & 4

Autumn 1 & 2	
Topic	
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • I know that singing in a group makes a positive impact on how I feel and helps me to work with others as part of a team. • I know that pitch means high and low sounds • I know that the pulse is the regular 'beat' of music and that it is a constant throughout a piece of music • I know that pitch means high and low sounds • I know that rests are when we are silent and are an important part of music. They must still be accounted for/counted. You can count it in your head or do a silent action. • I know that musical signs (notes) are written down and used to show long and short sounds and rests. • I know the note durations crotchet, quaver • I know that music notes are written on a stave • I know that duration is how long a note is held for • I know that dynamics means loud and quiet sounds and grades inbetween <p>Skills</p> <ul style="list-style-type: none"> • I know how to suggest ways in which to warm my voice up ready for singing • I know how to learn more complicated songs and sing the words clearly, and start to sing with an awareness of dynamics and tempo • I know how to follow musical directions from a leader • I know how to use/read standard notation symbols to play rhythms using body percussion, untuned or tuned instruments—crotchets and quavers (frog, tadpole) • I know how to maintain a steady beat and play ostinato accompaniment • I know how to look after my instrument and play it thoughtfully
Vocab	warm up, sing, tune/melody, rhythm patterns, pulse, beat, pitch - up and down, fast, slow, duration, dynamics, bars, beats, bar lines, stave, notes, rests, crotchet, quaver, ostinato



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	Spring 1	Spring 2
Topic	Listening & appraising, singing, performing, dynamics and pitch (Ancient Rome)	Listening and appraising, composing and improvising, playing instruments and performing, tempo, dynamics (Weather)
Knowledge	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> Know the style of some music I listen to Know how to listen with concentration and appreciation to lots of different styles and genres of music from all over the world, also different times and traditions (Ancient Roman instruments) Know some correct musical terms to describe the music and start to use them Identify and explain one or more of the interrelated dimensions of music in familiar music eg pulse, rhythm, pitch, dynamics, temp <p><u>Singing</u></p> <ul style="list-style-type: none"> Know that I need to breathe in a different way for singing Know that singing in a group has a positive impact on how I feel and helps me work with others as part of a team Know that I need to be aware of others when I sing and can join in singing with the group to work together Know that can sing songs in different styles and use my voice in different ways to reflect the style Know some warm-up exercises/songs and demonstrate them Know how to control my breathing in order to sing a whole phrase in a song Know how to sing with an awareness of dynamics and tempo <p><u>Performing</u></p> <ul style="list-style-type: none"> Know that a performance can be a special occasion Know that practise is necessary for a good performance <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Know that 'dynamics' means loud and quiet sounds in music, and dynamics terms forte, piano Know that 'pitch' means high and low sounds <p>Know that 'tempo' describes the speed of music</p>	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> Know the style of some of the music I listen to (Western Classical) Know sections of a familiar song/piece of music eg chorus, verse, intro etc Know that music of certain styles have characteristics or 'style indicators' in common Know that there are Italian words that are used to describe music Know that I need to pay attention and concentrate when others talk about the music we have listened to, and comment and discuss respectfully. <p><u>Composing</u></p> <ul style="list-style-type: none"> Know how to create abstract music based on an idea (the weather) using tuned and/or untuned instruments and my knowledge of the interrelated dimensions of music eg rhythm, dynamics, tempo <p><u>Performing/playing instruments</u></p> <ul style="list-style-type: none"> Know how to look after my instrument and play it thoughtfully Know how to follow musical directions from a leader Know that I need to have an awareness of the others in my group when performing so that we start and finish together Know how to perform to my class with increasing confidence Know that I need to practise my part so that I can perform with control Know that I can use my understanding of the inter-related dimension of music in my performance <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> Know that 'dynamics' means loud and quiet sounds in music and that there are grades in between Know the Italian musical terms associated with dynamics eg piano, forte, crescendo, diminuendo Know that tempo describes the speed of music.
Vocab	Style, pulse, rhythm, dynamics, forte, piano, tempo, pitch, warm up,	Classical, chorus, verse, style, rhythm, dynamics, piano, forte, crescendo, diminuendo tempo, perform, practise,



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	Summer 1
Topic	Singing, playing instruments, performing (Coal Mining)
Knowledge	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Know the style of some music I listen to, and use correct language to describe (folk music) • Know that music of certain styles has characteristics in common • Identify sections of a familiar song/piece of music eg chorus, verse, introduction etc • listen with concentration and appreciation to a variety of music with an open mind, and start to use correct musical terms to describe the music <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know that I need to breathe in a different way for singing • Know how to control my breathing in order to sing a whole phrase in a song • Suggest ways in which to warm my voice up ready for singing, and demonstrate some warm up exercises/songs • Know that unison is when we all sing the same melody • Know how to sing songs involving echoes/ call and response • Know how to sing songs in unison and know that melody is the main tune • Know the folk style and how to sing songs in that style • Know I need to listen to others when I sing, join in singing with the group to work together <p><u>Playing Instruments/Performing</u></p> <ul style="list-style-type: none"> • Know that musical signs (notes) are written down and used to show long and short sounds and rests, and music notes are written on a staff. • Know how to maintain a steady beat and play ostinato accompaniment using body percussion/untuned instruments • Know how to read the notation needed to play simple rhythms eg crotchets, quavers • Know how to look after my instrument and play it thoughtfully • Know how to follow musical directions from a leader • Know that practise is necessary for a good performance • Know I need to practise my part so that I can perform with control <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Know that every piece of music/song has a pulse/steady beat • Know that beat is the grouping of the pulse into 2,3,4,6 • Know the difference between pulse and rhythm • Know that ostinato is a repeated rhythm pattern that continues throughout a piece of music
Vocab	folk music, verse, chorus, call and response, ostinato, rhythm, pulse, beat, crotchet, quaver, minim, dotted minim



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	Summer 2
Topic	Listening appraising, singing Lovely Summer's Day (Songs for Every Season)
Knowledge	<p><u>Singing</u></p> <ul style="list-style-type: none"> • Know that unison is when we all sing the same melody • Know that it is important to work as a team to sing together and follow the conductor to start and stop. • Know and demonstrate some warm up exercises/songs • Know I need to control my breathing in order to sing a whole phrase in a song • Know how to learn the melody or the harmony part of a 2-part song and follow a leader to sing it with my group when the other part is being sung by another group <p><u>Playing instruments</u></p> <ul style="list-style-type: none"> • Know some tuned instrument names and characteristics • Know how to use/read standard notation symbols for crotchets, quavers to play rhythms using body percussion, untuned or tuned instruments <p><u>Performing</u></p> <ul style="list-style-type: none"> • Know how to perform to my class with increasing confidence • Know that I need to practise my part so that I can perform with control <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that I can use prior knowledge in improvisations and compositions (note values, note names, stave etc) • Know how to improvise using 1 or 2 notes in the context of a song/piece of music • Know how to compose a simple 4 bar rhythmic pattern in 4/4 time by organising standard musical notation for crotchets, quavers and crotchet rests. <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Know that duration is how long or short notes are held on for, and rhythm is a pattern of long and short notes.
Vocab	pulse, rhythm, pitch, melody, duration, practise, melody, unison, crotchets, quavers, rests

