

Emmaville Primary School Music Year 4

Notes:

Ideally, Trumpet lessons should run from Autumn 1 Week 5, all year, for 30 mins per week.

Additional music sessions should also be used to cover other music sessions. However, due to time available, this may need to be flexible. The following time table may need to be used. Please co-ordinate this with Sue Lawrence.

School Year 2025.2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Every Week/Daily	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week	Genre of the Week Song of the Week
Week 1	Music Through Time	Beethoven Symphony Number 5 *Composition Focus(10 Pieces BBC)	Trumpet- books used	Trumpet- books used	Music Linked with Science Listening focus- 1 lesson	Trumpet- books used
Week 2	Genre of the Week: Jazz Model Music Curriculum p83 and p84 Appendix 3 Year 4 Case Study. Take the 'A' Train by Duke Ellington Orchestra	See Model Music Curriculum p26 for more guidance re-composition. Composition focus – 3 lessons or block book a whole day or afternoon for music.	Trumpet- books used Music linked to History – at some point in the half term	Trumpet- books used	Trumpet- books used	Trumpet- books used
Week 3	Music through time		Trumpet- books used	Trumpet- books used	Trumpet- books used	Trumpet- books returned
Week 4	Music through time	Trumpet- books used Music linked to science	Trumpet- books used	Trumpet- books used	Trumpet- books used	Assessment of understanding of musical elements- linked with Genre of the week.
Week 5	Trumpet- no books needed at the start.	Trumpet- books used Music linked to science	Trumpet- books used	Trumpet- books used	Trumpet- books used	
Week 6	Trumpet- no books needed at the start.	Trumpet- books used	Trumpet- books used			
Week 7	Trumpet- no books needed at the start.	Trumpet- books used	Trumpet- books used			
Week 8	Trumpet- books used					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Trumpet Teacher's Guidance: taken from 'A Common Approach' Document					
M u s i c	A. listening and internalising including: i listening to music with concentration in and out of lessons, building on their experiences ii having a clear aural perception of the music to be played B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing C. creating, developing and interpreting musical ideas including: i improvising expressively D. playing music including: i working out how to play music by ear E. playing music with others including: i listening, watching, responding and leading F. performing and communicating including: i interpreting and communicating the character of the music	A. listening and internalising including: ii having a clear aural perception of the music to be played v making links between sound and symbols when using notation B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing C. creating, developing and interpreting musical ideas including: i improvising expressively D. playing music including: ii repeating musical patterns and phrases accurately from memory E. playing music with others including: i listening, watching, responding and leading F. performing and communicating including: ii evaluating their performances and making improvements	A. listening and internalising including: iii recognising and discriminating between the musical elements of pulse, pitch, rhythm, tempo, dynamics, texture, and tone colour v making links between sound and symbols when using notation B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing D. playing music including: i working out how to play music by ear ii repeating musical patterns and phrases accurately from memory E. playing music with others including: ii contributing to collective decisions, including interpretation F. performing and communicating including: i interpreting and communicating the character of the music	A. listening and internalising including: iii recognising and discriminating between the musical elements of pulse, pitch, rhythm, tempo, dynamics, texture, and tone colour v making links between sound and symbols when using notation B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding E. playing music with others including: ii contributing to collective decisions, including interpretation F. performing and communicating including: ii evaluating their performances and making improvements	A. listening and internalising including: iv recognise and convey in their playing simple rhythmic and melodic patterns, e.g. repetition of main tune v making links between sound and symbols when using notation B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation F. performing and communicating including: i interpreting and communicating the character of the music	A. listening and internalising including: iv recognise and convey in their playing simple rhythmic and melodic patterns, e.g. repetition of main tune v making links between sound and symbols when using notation B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response D. playing music including: iv memorising pieces that have been learnt v reading and playing music at sight (where appropriate) E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation F. performing and communicating including: ii evaluating their performances and making improvements

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
M u s i c	Trumpet From Autumn 1 Week 5 -hold instrument correctly -produce a sound -try to play short known phrases by ear. -improvise short phrases -play with others	Trumpet -remember and repeat a series of notes. - read simple, formal notation:- Recognise:- minim, crotchet and semibreve Recognise the notes EGBDF and FACE on the musical stave. -improvise short phrases -play with others	Trumpet -remember and repeat a series of notes. - read simple, formal notation:- Recognise:- minim, crotchet and semibreve Recognise the notes EGBDF and FACE on the musical stave. -compose drones to accompany tunes played in class. -play with others	Trumpet -develop techniques to improve the quality of sound produced. -develop knowledge of formal notation, playing longer, more complicated pieces. -as part of a class, compose a harmony to tunes learned. -perform with others - evaluate performance	Trumpet -develop techniques to improve the quality of sound produced. -develop knowledge of formal notation, playing longer, more complicated piece -play with fluency and expression - interpret and communicate the character of the music. -perform with others	Trumpet -develop techniques to improve the quality of sound produced. -play pieces from memory -sight read music -perform with others - evaluate performance
	Autumn 1 Week 2 Genre of the Week: Jazz Model Music Curriculum p83 and p84 Appendix 3 Year 4 Case Study. Take the 'A' Train by Duke Ellington Orchestra Autumn 1 Weeks 1,3 and 4: Music through time lessons. (This will be covered again in Year 5 and Year 6)	Linked with Sound (Science) Investigate how different instruments create sound. BBC Class Clips https://www.bbc.co.uk/teach/class-clips-video/music--science-ks2-house-of-sound/zncr7nb Find out about deaf musicians: Evelyn Glennie http://teacher-monica.blogspot.com/2011/02/evelyn-glennie-percussionist-who-plays.html Beethoven Symphony Number 5 *Composition Focus(10 Pieces BBC) <i>See Model Music Curriculum p26 for more guidance re-composition.</i>	<i>See Model Music Curriculum p24 for age appropriate songs to use throughout the year.</i> Greensleeves - linked to History- Henry 8th https://www.bbc.co.uk/teach/en-pieces/all-resources/zdq3t39		Linked with Animals (Science) Saint-Saëns's 1886 suite Carnival of the Animals Fossils Persons with Long Ears (Romantic Era) <u>Listening focus:</u> Fossils:2 pianos, Strings, xylophone, clarinet. compare with Danse Macabre also by Saint-Saëns's . Persons with Long Ears: strings Musical elements and effect created.	Assessment of understanding of musical elements- linked with Genre of the week.
	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs Gateshead Music Service Visits	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs

Milestone 2 (Year 4)			
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.
Whole School Songs Singing as a warm-up in Trumpet lessons Trumpet Lessons.	Trumpet Lessons Music linked to Science:- end product in Autumn Term 2 (use digital software, penny whistles and percussion)	Trumpet Lessons	Trumpet Lessons Music Sessions Linked to other subject areas Genre of the Week

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National Curriculum Requirements.	play and perform in solo contexts	play and perform in ensemble contexts	using their voices with increasing accuracy, fluency, control and expression	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 (pitch, duration, dynamics, tempo, timbre, texture, structure)	listen with attention to detail	recall sounds with increasing aural memory	use and understand staff and other musical notations	appreciate and understand a wide range of high-quality live music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music.
Progression at Emmaville.	(Perform in a classroom situation)	(Perform within a large group)	(Sing in up to 2 parts)	(Play in up to two parts) (Play Penny Whistle/ trumpet)	(Compose for up to two instruments)	(Children should be able to discuss what can be heard, using relevant vocabulary)	(Children should be able to repeat rhythms and melodies)	(Children should be introduced to and then be able to read simple staff notations to be played on a tuned instrument)	(Children should be given the opportunity to hear live music from visiting musicians, bands and music teachers.)		
Access in Year 4.	Trumpet	Trumpet	Trumpet Warm-ups Whole School Songs.	Trumpet	Trumpet	Genre of the Week. Subject-linked Music Sessions.	Trumpet	Trumpet	Gateshead Music Service Visits.	Genre of the Week. Subject-linked Music Sessions.	Genre of the Week. Subject-linked Music Sessions.

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Coverage/Focus		Genre of Focus Units		Vocabulary New			
Strings	All year	Romantic and Classical		Genre	metre	articulation	do, re,mi,fa,so,la, ti, do
				tuned instruments	rhythm	legato (smooth)	cuckoo interval (so-mi)
				Names of instruments within the instrument families.	duration	staccato (detached)	
Woodwind	All year				long	pause	graphic symbols
				Voice	short	melody	Graphic Score
				Strings	pulse	Tune	dot notation
Brass	All year			Woodwind	beat		stick notation
				Brass			
				Percussion	pitch	structure	beat groupings
					high	Coda	
				Body Percussion	low	repeat bar	Score
				Classroom Percussion	rising	Movement	stave
Percussion	All year			Names of tuned and untuned percussion instruments.	falling	harmony	staff
				Pitched percussion	major and minor tonality	static harmony	notation
				Unpitched percussion	Pentatonic	moving harmony	note value
					tempo	drone	quavers
				Romantic Era	fast (allegro)		crochet
				Modern Era	slow (adagio)		paired quaver
Voice	All year			Classical Period	accelerando	chants	crochet rests
					rallentando	round	minim
						partner song	semibreve
						call and response	
						question and answer	time signature
						question phrase	2,3 and 4 time
Composition	All year			Sonata	expression	answer phrase	key signature
				Symphony	dynamics		clef
					loud (forte)	echo	treble clef
					quiet (piano)	Motif	bar
					Crescendo		
					Decrescendo		
				timbre	diminuendo	sequences	sharp
					pp=pianissimo	repetition	flat
				texture	p=piano	contrast	natural
				unison	mp=mezzo piano	ostinato and ostinati	
				layered	mf=mezzo forte		
				solo	f=forte	improvise	down beats
				duet	ff=fortissimo	play by ear	
				melody and accompaniment		melodic phrase	
				trio		accompaniment	
				quartet			