

	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	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: i improvising expressively</p> <p>D. playing music including: i working out how to play music by ear</p> <p>E. playing music with others including: i listening, watching, responding and leading</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p>	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: i improvising expressively</p> <p>D. playing music including: ii repeating musical patterns and phrases accurately from memory</p> <p>E. playing music with others including: i listening, watching, responding and leading</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p>	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing</p> <p>C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing</p> <p>D. playing music including: i working out how to play music by ear ii repeating musical patterns and phrases accurately from memory</p> <p>E. playing music with others including: ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p>	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination</p> <p>C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing</p> <p>D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding</p> <p>E. playing music with others including: ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p>	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination</p> <p>C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response</p> <p>D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding</p> <p>E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: i interpreting and communicating the character of the music</p>	<p>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</p> <p>B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination</p> <p>C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response</p> <p>D. playing music including: iv memorising pieces that have been learnt v reading and playing music at sight (where appropriate)</p> <p>E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including interpretation</p> <p>F. performing and communicating including: ii evaluating their performances and making improvements</p>

Emmaville Primary School Music Year 4

[illegible]

Emmaville Primary School Music Year 4

	Gateshead Music Service Visits			Gateshead Music Service Visits		
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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.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Whole School Songs Singing as a warm-up in Trumpet lessons</p> <p>Trumpet Lessons.</p>	<p>Trumpet Lessons</p> <p>Music linked to Science:- end product in Autumn Term 2 (use digital software, penny whistles and percussion)</p>	<p>Trumpet Lessons</p>	<p>Trumpet Lessons</p> <p>Music Sessions Linked to other subject areas</p> <p>Genre of the Week</p>

Emmaville Primary School Music Year 4

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.

Emmaville Primary School Music Year 4

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

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