Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tru	impet Teacher's Guidance	: taken from 'A Common Approa	ch' Document	1
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	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	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	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	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	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: i posture and freedom of movement ii embouchure iii breathing	technique including: i posture and freedom of movement ii embouchure iii breathing	B. making and controlling musical sounds : developing technique including: i posture and freedom of movement ii embouchure iii breathing	B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination	B. making and controlling musical sounds : developing technique including: iv tone quality and intonation v articulation and co-ordination	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: i improvising	C. creating, developing and interpreting musical ideas including: i improvising expressively D. playing music including:	C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing	C. creating, developing and interpreting musical ideas including: ii applying their instrumental skills in composing	C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response	C. creating, developing and interpreting musical ideas including: iii interpreting music, developing a personal response
D. playing music including: i working out how to play	<ul> <li>D. playing music including:</li> <li>ii repeating musical patterns and phrases accurately from memory</li> <li>E. playing music with others</li> </ul>	<b>D. playing music including:</b> i working out how to play music by ear ii repeating musical patterns and	D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding	D. playing music including: iii playing pieces in a variety of styles with fluency, expression and understanding	D. playing music including: iv memorising pieces that have been learnt v reading and playing music at sight (where appropriate)
music by ear <b>E. playing music with</b> others including: i listening, watching, responding and leading	including: i listening, watching, responding and leading F. performing and	phrases accurately from memory <b>E. playing music with others</b> <b>including:</b> ii contributing to collective decisions, including	E. playing music with others including: ii contributing to collective decisions, including interpretation	E. playing music with others including: i listening, watching, responding and leading ii contributing to collective decisions, including	E. playing music with others including: i listening, watching, responding and leading ii contributing to collective
F. performing and communicating including: i interpreting and communicating the character of the music	communicating including: ii evaluating their performances and making improvements	interpretation F. performing and communicating including: i interpreting and communicating the character of the music	F. performing and communicating including: ii evaluating their performances and making improvements	interpretation F. performing and communicating including: i interpreting and communicating the character of the music	decisions, including interpretation <b>F. performing and communicating</b> <b>including:</b> ii evaluating their performances and making improvements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Trumpet -hold instrument correctly -produce a sound -try to play short known phrases by ear.	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.	Trumpet -remember and repeat a series of notes. - read simple, formal notation:- Recognise:- minim, crotchet and semibreve	Trumpet -develop techniques to improve the quality of sound produced. -develop knowledge of formal notation, playing longer, more complicated pieces.	Trumpet -develop techniques to improve the quality of sound produced. -develop knowledge of formal notation, playing longer, more complicated piece	Trumpet -develop techniques to improve the quality of sound produced. -play pieces from memory -sight read music	
	-improvise short phrases -play with others	-improvise short phrases -play with others	Recognise the notes EGBDF and FACE on the musical stave. -compose drones to accompany tunes played in class.	-as part of a class, compose a harmony to tunes learned.	-play with fluency and expression - interpret and communicate the character of the music.		
N u s	Genre of the Week:	Linked with Sound (Science)	-play with others See Model Music	-perform with others - evaluate performance	-perform with others Linked with Animals (Science)	-perform with others - evaluate performance Assessment of	
i c	Jazz <u>Model Music Curriculum</u> p83 and p84 Appendix 3 Year 4 Case Study. Take the 'A' Train by Duke Ellington Orchestra	Investigate how different instruments create sound. BBC Class Clips https://www.bbc.co.uk/teach/class-clips- video/musicscience-ks2-house-of- sound/zncr7nb	Curriculum p24 for age appropriate songs to use throughout the year. Greensleeves - linked		Saint-Saëns's 1886 suite Carnival of the Animals Fossils Persons with Long Ears (Romantic Era)	understanding of musical elements- linked with Genre of the week.	
	Music through time lessons. (If time - this will be covered again in Year 5 and Year 6)	Find out about deaf musicians: Evelyn Glennie http://teacher- monica.blogspot.com/2011/02/evelyn-glennie- percussionist-who-plays.html Beethoven Symphony Number 5	to History- Henry 8th https://www.bbc.co.uk/teach/t en-pieces/all- resources/zdg3t39		<u>Listening focus:</u> Fossils:2 pianos, Strings, xylophone, clarinet. compare with Danse Macabre also by Saint-Saëns's . Persons with Long Ears:		
		* <u>Composition Focus(10 Pieces BBC)</u> See Model Music Curriculum p26 for more guidance re-composition.			strings Musical elements and effect created.		
	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	Genre of the Week Whole School Songs	

## Emmaville Primary School Music Year 4

Gateshead Music	Gateshead Music Service	
Service Visits	Visits	

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

National Curriculum Requirements.	play and perform in <b>solo</b> contexts	play and perform in <b>ensemble</b> 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 <b>live</b> <b>music</b> drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality <b>recorded music</b> 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.

Coverag	ge/Focus	Genre of Focus Units	Vocabulary New					
Strings	All year	Romantic and	Genre	metre	articulation	do, re,mi,fa,so, <mark>la, ti, do</mark>		
		Classical		rhythm	legato (smooth)			
		Classical	tuned instruments	duration	staccato (detached)	cuckoo interval (so-mi)		
			Names of instruments within the	long short	pause	graphic symbols		
Woodwind	All year		instrument families.	pulse		Graphic Score		
	,			beat	melody	dot notation		
			Voice	Deat	Tune	stick notation		
			Strings	pitch	, and			
<b>D</b>	All		Woodwind	high	structure	beat groupings		
Brass	All year		Brass	low	Coda			
			Percussion		repeat bar	Score		
				rising falling	Movement	stave		
			Body Percussion	major and minor tonality	MOVEMENT	staff		
Percussion	All year		Classroom Percussion	Pentatonic	harmony	notation		
			Names of tuned and untuned	rentatorile	static harmony	note value		
			percussion instruments.	tempo	moving harmony	quavers		
			Pitched percussion	fast (allegro)	drone	crochet		
Va:00	All year		Unpitched percussion	slow (adagio)	urone	paired quaver		
Voice	All year		Onpitched percussion	accelerando	chants	crochet rests		
				rallentando	round	minim		
			Romantic Era	railentando	partner song	semibreve		
			Modern Era		call and response			
Composition	All year		Classical Period	expression	question and answer	time signature		
				dynamics	question phrase	2,3 and 4 time		
				loud (forte)	answer phrase	key signature		
			Sonata	quiet (piano)		clef		
			Symphony	Crescendo	echo	treble clef		
				Decrescendo	Motif	bar		
				diminuendo				
			timbre		sequences	sharp		
				pp=pianissimo	repetition	flat		
			texture	p=piano	contrast	natural		
			unison	mp=mezzo piano	ostinato and ostinati	nararai		
			layered	mf=mezzo forte		down beats		
			solo	f=forte	improvise	down bedis		
			duet	ff=fortissimo	play by ear			
			melody and accompaniment		melodic phrase			
			trio					
			quartet		accomposite			
					accompaniment			

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