



## Big Ideas

Term: Autumn 1

Year group: 4

Subject: Music

Topic: Musical Theatre

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: opera, operetta, book musical, jukebox musical, rock/hip-hop musical, composer, lyricist. Lyrics, librettist, director, musical director, choreographer, designer, performers

### Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Musical theatre combines music, songs, spoken dialogue and dance.</p> <p>Musical theatre is usually performed in theatres although there are lots of musical films too.</p> <p><b>Musicals have:</b></p> <ul style="list-style-type: none"> <li>Catchy music</li> <li>Solos, duets and ensembles</li> <li>A live orchestra or band</li> <li>Spoken dialogue</li> <li>Dance sequences</li> <li>Costumes and sets</li> </ul> <p><b>Ensembles</b> – a group of musicians who perform together</p> <p><b>Libretto</b> – spoken text</p> <p><b>Lyrics</b> – words to songs</p>	<p>Performing</p> <p>Listening</p> <p>Composing</p> <p>The history of music</p> <p>Learning though the inter-related dimensions of music</p>	<p>I am Pirate King – The Pirates of Penzance</p> <p>Luck be a Lady – Guys and Dolls</p> <p>Dancing Queen – Abba</p> <p>Where is Love – Nicholas Bethencourt</p> <p>I Think I'm Gonna Like It Here – Annie</p> <p>On My Own – Les Misérables</p> <p>Follow the Yellow Brick Road – The Wizard of Oz</p> <p>Send Me on my Own – Rusted Robot</p> <p>I'm Gonna Be (500 miles) The Proclaimers</p> <p>(Is This The Way To) Amarillo – Tony Christie</p> <p>Rocket Man – Elton John</p> <p>The Climb – Miley Cyrus</p>

### Musical Skills

Participating in a group performance to tell a story

Performing a vocal ostinato as part of a layered ensemble

Identify the features of songs from musical theatre

Composing an original piece or using familiar songs to tell a story

Understanding what musical theatre looked and sounded like across the decades

### End point

Children will create their own scene from a musical



## Big Ideas

Term: Autumn 2

Year group: 4

Subject: Music

Topic: Blues

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: Blues, chord, quavers, crochet, 12-bar blues, ascending scale, descending scale, improvisation, bar, scale, bent notes

### Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Feeling blue means to feel lonely or miserable. Blues songs express these feelings. Blues music originated from music sung by black Africans who were taken to be slaves in South America (Brazil), North America and the Caribbean islands. Some words go up in pitch at the end of a line (bent notes). <b>Chord</b> – two or more notes played together <b>Quavers</b> – one eighth of a full note and half the length of a crochet. <b>12-bar blues</b> – Twelve bars of three chords, played in a specific order each chord being played four times. <b>Ascending</b> – going up <b>Descending</b> – going down <b>Blues scale</b> – a set of notes used to play along with the 12-bar Blues <b>Improvising</b> – making it up as you go along</p>	<p>Performing Listening composing improvising History of music Learning though the inter-related dimensions of music</p>	<p>Alex Foster &amp; Michel LaRue – Hush, Somebody's Calling My Name – Popular music; Religious Billie Holiday – Keeps on Rainin' – Blues Muddy Waters ft. Ernest Crawford – Rolling Stone – Blues Chuck Brown and the Chuckleberries – Time Out Blues – Blues BB King – One Shoe Blues – Blues Marcia Ball – So Many Rivers – Blues The Simpsons – Moanin' Lisa – Blues Swiss Dutchman – Piano Blues Improvisation - Blues</p>

### Musical Skills

**Performing** the blues scale on a tuned percussion instrument

**Hearing** when songs play the 12-bar blues

**Improvising** a blues performance

**Understanding** how this genre of music came to be.

### End point

Children will identify the key features and mood of Blues music and its importance and purpose. They will learn the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.



## Big Ideas

Term: Spring 1

Year group: 4

Subject: Music

Topic: Rock and Roll

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music: forte, piano, allegro, adagio

Subject specific (Tier 3) vocabulary: hand jive, rock and roll, accelerando, rallentando, crescendo, decrescendo, legato, staccato

### Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p>Rock and roll music was created in 1950's America. It depicts happiness and a new life after the war. It comes from marines who used it to explain the movement of a ship.</p> <p><b>Instruments:</b> Vocals, double bass, brass, electric guitar, harmonica, piano and saxophone</p> <p>It has a fast <b>tempo</b>. It uses <b>call and response</b>.</p> <p><b>Bass line</b> – bottom line of the music: it gives the music depth</p> <p><b>Percussion</b> – instruments that you hit or shake</p> <p><b>Accelerando</b> – getting faster      <b>rallentando</b> – getting slower</p> <p><b>Crescendo</b> – getting louder      <b>decrescendo</b> – getting softer</p> <p><b>Legato</b> – smooth      <b>staccato</b> – detached</p> <p><b>Forte</b> – loud      <b>piano</b> – quiet</p> <p><b>Allegro</b> – fast      <b>adagio</b> - slow</p>	<p>Performing</p> <p>Listening</p> <p>History of music</p> <p>Learning though the inter-related dimensions of music</p>	<p>Jim Jacobs, Warren Casey – Born To Hand Jive – Rock and Roll</p> <p>Jim Jacobs, Warren Casey – Sha-Na-Na- Born To Hand Jive – Rock and Roll</p> <p>Elvis Presley – Blue Suede Shoes – Rock and Roll</p> <p>Buddy Holly – Oh Boy! – Rock and Roll</p> <p>Bill Haley and His Comets – Rock Around The Clock – Rock and Roll</p>

### Musical Skills

- Performing** a walking bass line.
- Singing** in time and in tune.
- Recognising** the features of rock and roll music.
- Identifying** the links between this and other genres of music.

### End point

Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a whole-class piece.



## Big Ideas

Term: Spring 2

Year group: 4

Subject: Music

Topic: Creating Compositions in response to animations: Mountains

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music.

Subject specific (Tier 3) vocabulary: influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose

## Musical Elements

Knowledge and understanding	Key Strands	Music/ Musicians
<p><b>Dynamics</b> – loud (forte) soft (piano)  <b>Pitch</b> – how high or low the sound is  <b>Tempo</b> – fast (allegro) slow (adagio)  <b>Melody</b> – The main part of a song or piece otherwise called a tune  <b>Rhythm</b> – a regular repeated pattern of sound            Getting faster – <b>accelerando</b>            Getting slower – <b>rallentando</b>            Getting louder – <b>crescendo</b>            Getting softer - <b>decrescendo</b>  <b>Legato</b> (smooth)      <b>Staccato</b> (detached)  <b>Texture</b> – layers of music  <b>Structure</b> – organisation of music  <b>Loop</b> – a repeating section of music</p>	<p>Performing            Listening            Composing            History of music            Learning though the inter-related dimensions of music</p>	<p>Mussorgsky – Night on the Bare Mountain - Romantic            Mozart – Horn Concerto No 4 in E flat Major - Classical</p>

## Musical Skills

**Performing** a soundscape accurately, fluently and expressively  
**Recognising** and explaining the changes within a piece of music using musical vocabulary  
**Telling** a story through layers of melody and rhythm  
**Appreciating** classical music and unpick its narrative

## End point

Children will create a composition in response to an animation and perform.



## Big Ideas

Term: Summer 1

Year group: 4

Subject: Music

Topic: Haiku, music and performance: Hanami

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music: tempo, dynamics, timbre, pitch

Subject specific (Tier 3) vocabulary: Hanami, haiku, syllable, glissando, staccato, pizzicato, col legno,

### Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

Hanami is a celebration of spring in Japan.

**Pitch** - how high or low the sound is

**Glissando** – slidey sound where pitch moves up and down

**Staccato** – short sharp sounds

**Pizzicato** – short sharp sounds played on strings

**Col legno** – hitting stings with the wood of the bow

**Piano** (p) – soft

**Forte** (f) – loud

**Syllables** – sounds made in a word.

**Haiku** – the first line has 5 syllables, the second line has 7 and the third line has 5 syllables.

**Melody** – the main part of a piece of music known as a tune

Performing  
Listening  
Composing  
Describing music using the interrelated dimensions of music

May Kay Yau – The Last bloom, Demise of the Cherry Blossom – Classical  
George Butterworth – Loveliest of Trees from 'A Shropshire Lad' – Post-romantic

### Musical Skills

**Exploring** timbre using their voices expressively.

**Recognising**, naming and explaining the function of the interrelated dimensions of music.

**Creating** and performing a group composition within a given structure using both melodic and rhythmic instruments.

### End point

Children will use descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.



## Big Ideas

Term: Summer 2

Year group: 4

Subject: Music

Topic: Samba and carnival sounds and instruments: South America

Prior Knowledge: Children will have heard the words **dynamics, pitch, tempo, rhythm, texture, timbre, notation and duration** and will have described these inter-related dimensions of music: pulse, texture, structure, dynamics

Subject specific (Tier 3) vocabulary: Samba, off beat, syncopation, carnival, pulse, unison

### Musical Elements

Knowledge and understanding

Key Strands

Music/ Musicians

Samba originated from Brazil, South America  
The main feature is syncopation (playing the off-beat)  
There is no melody because untuned instruments are used  
**Layering** – instruments played over each other  
**Ensemble** – a group of musicians who perform together  
**Unison** – to do the same thing at the same time  
**Crescendo** – getting louder  
**Rhythm** – a regular repeated pattern of sound  
**Beat** – the steady pulse you feel in the music  
Instruments used:  
Agogo, tamborim, ganza, surdo, caixa, repinique, chocahlo

Performing  
Listening  
Composing  
History of music  
Learning though the inter-related dimensions of music

La bateria de Virgen delos Reyes - Samba

### Musical Skills

**Playing** syncopated rhythms with accuracy, control and fluency.

**Recognising** the stylistic features of samba music.

**Composing** a rhythmic break.

**Learning** about the origin of samba music.

### End point

Children will learn about Samba and the sights and sounds of the carnival. They will learn about the traditional sounds and instruments, syncopated rhythms and compose their samba breaks.