

Monks Coppenhall Academy – Year 4 Music Curriculum



	Singing/Songs	Overview	Objectives
Autumn 1	<p><u>Folk Music and Songs Around the World.</u> Experiencing folk music, songs dances and traditions from around the world. Introduction to the guitar – open string playalongs Revision of rhythm and treble clef space and line notes</p>	<p><u>Folk Songs</u> Selection of unison and partner folk songs taken from Sing Up</p>	<p>Continue to sing a broad range of unison songs, pitching the voice accurately and following directions for dynamics (S) Developing knowledge of the stories, origins, history and social context of a variety of traditional music folk songs and singing games from around the world (L) Develop facility in the basics skills of playing an instrument over a sustained period of time (M)</p>
Autumn 2	<p><u>Christmas Guitars</u> Using notation to play Christmas tunes in simple parts on the guitars Compose a Christmas song as a class for the guitar using simple notation and lyrics. Record the song onto Garageband</p>	<p>Songs and Dances for Christmas</p>	<p>Play and perform melodies following staff notation as a whole class (M) Perform in two or more parts from simple staff notation on the guitar using a small range in small groups or as a class (M). Identify static and moving parts (M) Consolidate existing knowledge of crotchets, quavers, minims, semibreves and rests and introduce dotted minims (M)</p>
Spring 1	<p>Appreciating the positive impact of learning a musical instrument. Major and minor chords</p> <p>Visiting musician</p>	<p><u>Songs</u> Songs with actions for Springtime and Easter</p>	<p>Using and building upon existing musical skills to begin to learn to play a stringed instrument Improvise on a limited range of notes on the guitar making use of musical features – dynamics, tempo, legato, staccato, crescendo, decrescendo (M) Understanding major and minor chords (M) Combine rhythmic notation (quavers, semi-quavers, minims, crotchets, crotchet rests,) with note pitch names. Sing and play these phrases as self-standing compositions (M) Continue to sing a broad range of unison, partner songs and round (S)</p>

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Spring 2	<p><u>Wider Opportunities</u> Improvising and composing our own tunes on the guitar. Continuation of project and parent assembly.</p>	<p><u>Songs</u> Songs and dances for Springtime and Easter</p>	<p>Develop skills for practising to improve their playing (M) Begin to make compositional decisions on improvisations (M) Read and perform pitch notation within a defined range (M) Copy short melodic and rhythmic phrases including those using the pentatonic scale (M) Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble (M)</p>
Summer 1	<p><u>SINGING SKILLS</u> All about the voice - how it works and how to look after it. Vocal warm ups, scales and singing games, to improve our breathing, word clarity. Singing in rounds, and parts. Solo singing games, Re-writing song lyrics. Continuing to develop skills on the guitar.</p>	<p><u>Songs</u> Songs from Sing Up linked to planning</p>	<p>Sing rounds and partner songs in different time signatures and begin to sing a repertoire with small and large leaps and a simple vocal harmony part. (S)</p>
Summer 2	<p>Using technology to compose a soundscape to accompany storytelling. (Garageband) Rehearsing for a performance</p>	<p>Performance songs and dance.</p>	<p>Perform a range of songs in assemblies and to an audience (S) Explore developing knowledge of musical components by composing music to create a specific mood and record ideas using graphic symbols, staff and rhythm notation. Record using technology (M)</p>