



Lawn Music Curriculum



Year Four Progression of Knowledge and Skills

| | |
|----------------|---|
| Units of Work: | Mamma Mia Glockenspiel Stage 2 Stop! Lean on Me Blackbird Reflect, Rewind and Replay |
|----------------|---|

National Curriculum

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and 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.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Key Vocabulary

Structure, Intro, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drum, guitar, keyboards, synthesiser, hook, melody, texture, electric guitar, organ, backing vocals, hook, riff, melody, pentatonic scale, unison, rhythmic patterns, rapping, lyrics, choreography, digital electronic sounds, turntables, by ear, notation, birdsong, civil rights, equality, racism.

What pupils need to know or do to be secure

Musicianship: Understanding Music

Prior Learning

Know about time signatures of 2, 3 and 4 beats in the bar.
To know about the note length of crotchets, minims, quavers and rests.

Future Learning

To know how to copy back and improvise simple rhythmic patterns, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers and their rests, ear or from notation.

Knowledge and skills:

Use body percussion instruments and voices,

In the centres of C major, F major, G major and A minor.

In the time signature of 2/4, 3/4 and 4/4

Copy back and improvise simple rhythmic patterns, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers and their rests, ear or from notation.

Copy back melodic patterns using the notes {C, D, E} {C, D, E, G, A} {F, G, A} {G, A, B} {G, A, B, D, E} {A, B, D, C, E, F, G}

Listening: Respond/Analyse

| Prior learning | Future learning |
|--|---|
| <p>To know when the tempo of a piece of music changes and to keep a steady beat in time with the changes.</p> <p>To be able to invent actions to move in time with the music.</p> <p>To be able to identify instruments that you hear playing.</p> | <p>To know what is meant by the 2/4, 3/4, and 4/4 metre.</p> <p>To know the pentatonic scale and recognise the notes.</p> <p>To be able to recognise major and minor tonality.</p> <p>To know what is meant by the terms legato and staccato.</p> |

Knowledge and skills:

To identify the 2/4, 3/4, and 4/4 metre.

Identify the tempo as fast, slow or steady.

Discuss the structure of the songs.

Identify: Call and response; A solo vocal or instrumental line and the rest of the ensemble; a change in texture, articulation on certain words.

Know and understand what a musical introduction is and its purpose.

Identify major and minor tonality.

Recognise the sound and notes of the pentatonic scale by ear and from notation.

Describe legato and staccato.

Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century orchestral, reggae, Soul, R & B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Funk, Choral, and Electronic Dance Music.

Singing

| Prior Learning | Future Learning |
|--|---|
| <p>To show an awareness of following the beat when singing.</p> <p>To know how to achieve clear diction when singing.</p> <p>To show an awareness of how to add appropriate expression when singing to convey meaning.</p> | <p>To sing with an awareness of different time signatures of 2/4, 3/4 and 4/4.</p> <p>To sing 'on pitch' and 'in time'.</p> <p>To show an awareness of breathing and phrasing when singing.</p> |

Knowledge and skills:

Sing in different time signatures: 2/4, 3/4, and 4/4.

Sing as part of a choir with an awareness of the size: the larger, the thicker and richer the musical texture.

Demonstrate vowel sounds, blended sounds and consonant sounds.
 Sing 'on pitch' and 'in time'.
 Singing expressively with attention to breathing and phrasing.
 Sing expressively with attention to staccato and legato.
 Talk about the different styles of singing used for different songs.

Notation

Prior learning

To use standard notation for minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers.
 To recognise and name the treble clef, time signature and lines and spaces on a staff.

Future learning

To know the difference between minims, crotchets, paired quavers and rests.
 To be able to follow and perform a simple rhythmic score.

Knowledge and skills:

Continue to explore ways of notating high, low, long, short sounds etc.
 Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
 Identify staff, treble clef, time signature.
 Understand the differences between minims, crotchets, paired quavers and rests.
 Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately achieving a sense of ensemble.

Playing instruments

Prior Learning

To play a simple melodic instrumental part in C major, F major, G major and E major.
 To begin to play a tuned instrument such as a ukulele or recorder.

Future Learning

To be able to play a melodic part in C major, F major, G major and D major.

Knowledge and skills:

Rehears and play a simple melodic instrumental part by ear or from notation in C major, F major, G major and D major.

Creating: Improvising

Prior Learning

To be able to compose over a groove.
To compose over a drone.
To include a beginning, middle and end in compositions.

Future Learning

To add musical features to compositions including smooth (legato) and detached (staccato) articulation.
Begin to improvise over a chord progression.

Knowledge and skills:

Explore improvisation within a major scale using these notes: {C,D,E} {C,D,E,G,A} {C,D,E,F,G} {D,E,F#,A,B} {D,E,F,G,A}
Improvise on a limited range of pitches on the instrument you are learning (e.g. violin) making use of musical features including smooth (legato) and detached (staccato) articulation.
Improvise over a simple chord progression.
Improvise over a groove.

Creating: Composing

Prior Learning

To know how to structure own compositions using verse, chorus or AB form.
To know how to compose over a drone, groove and chord progression.

Future Learning

To combine known notation with letter names to create pentatonic phrases.
Continue to develop use of verse, chorus structure in compositions.

Knowledge and Skills:

Combine known rhythmic notation with letter names to create pentatonic phrases.
Compose over simple chord progression.
Use simple structures e.g. verse, chorus or AB form .
Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.

Performing:

Prior Learning

Playing and performing melodies following staff notation.
To be able to talk about performances and feelings relating to

Future Learning

Performing a song with increased confidence.
Use of structure of the song to communicate mood and meaning.

performance.

To be able to reflect upon your own performance and to respond to any feedback for future performances.

Knowledge and skills:

Perform with confidence, a song from memory or using notation.

Play and perform melodies using staff notation.

Use the structure of the song to communicate its mood and meaning.

Reflect on the performance and how the rehearsal and performance has taught the student.

Discuss and respond to any feedback and consider how future performance might be different.