



Westhead Lathom St James' CE Primary School
Year 3 and 4 Music

Questions to Develop Children's Spirituality in Music:	Awareness of the power of music to the listener lose yourself in a piece of music – where did you go to? Does music change the way you feel? Do you think music can change the world? How? What difference would it make if everyone liked the same music? Can you say God communicated with us through music?
Development of the child:	Questioning, emotion, self-awareness, consideration, appreciation and empathy.



<p>Themes: Listen and Appraise Singing Playing Improvisation Composition Performance</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • know and perform some songs memory • know the difference between rhythm and pulse • name some instruments when listening • know the names of instruments they are playing • be able to improvise with one or two notes • compose using three to five different notes • evaluate performances 	
<p>National Curriculum</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • know five songs from memory and who sang them or wrote them and the style of the songs • be able to talk about: <ul style="list-style-type: none"> ➢ some of the style indicators of a song ➢ the lyrics: what the song is about ➢ any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) ➢ know and identify the main sections of the song (introduction, verse, chorus etc). ➢ name some of the instruments they heard songs ➢ confidently identify and move to the pulse • talk about the musical dimensions working together in the unit songs eg if the song gets louder in the chorus (dynamics) • talk about the music and how it makes them feel • listen carefully and respectfully to other people's thoughts about the music • know and be able to talk about: <ul style="list-style-type: none"> ➢ how pulse, rhythm and pitch work together ➢ know the difference between pulse and rhythm (pulse: finding the pulse – the heartbeat of the music rhythm: the long and short patterns over the pulse) ➢ pitch: high and low sounds that create melodies • know and be able to talk about: <ul style="list-style-type: none"> ➢ singing in a group can be called a choir ➢ leader or conductor: a person who the choir or group follow ➢ songs can make you feel different things e.g. happy, energetic or sad ➢ singing as part of an ensemble or large group is fun, but that you must listen to each other 	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>



- texture: how a solo singer makes a thinner texture than a large group
- know why you must warm up your voice
- sing in unison and in simple two-parts
- demonstrate a good singing posture
- follow a leader when singing
- sing with awareness of being 'in tune'
- rejoin the song if lost
- listen to the group when singing
- know and be able to talk about:
 - the instruments used in class (a glockenspiel, recorder or xylophone).
 - other instruments they might play or be played in a band or orchestra or by their friends
- treat instruments carefully and with respect
- play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation
- rehearse and perform their part within the context of the unit song
- listen to and follow musical instructions from a leader
- experience leading the playing by making sure everyone plays in the playing section of the song
- know and be able to talk about improvisation:
 - improvisation is making up your own tunes on the spot
 - when someone improvises, they make up their own tune that has
 - never been heard before. it is not written down and belongs to them
 - know that using one or two notes confidently is better than using five
 - know that if you improvise using the notes you are given, you
 - cannot make a mistake
 - know that you can use some of the riffs you have heard in the
 - challenges in your improvisations
 - improvise using instruments in the context of a song they are learning to
 - perform. use the improvisation tracks provided and improvise using the
- **copy back** – listen and sing back melodic patterns
- **play and improvise** – using instruments, listen and play your own answer using one note
- **improvise!** – take it in turns to improvise using one note
- **sing, play and copy back** – listen and copy back using instruments, using two different notes.
- **play and improvise** – using your instruments, listen and play your own answer using one or two notes
- **improvise!** – take it in turns to improvise using one or two notes
- **using, play and copy back** – listen and copy back using instruments, two different notes



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- **play and improvise** – using your instruments, listen and play your own answer using two different notes
- **improvise!** – take it in turns to improvise using three different notes
- to know and be able to talk about:
 - a composition: music that is created by you and kept in some way. it's like writing a story. it can be played or performed again to your friends
 - different ways of recording compositions (letter names, symbols, audio etc.)
 - help create at least one simple melody using one, three or all five different notes
 - plan and create a section of music that can be performed within the context of the unit song
 - talk about how it was created
 - listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
 - record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- to know and be able to talk about:
 - performing is sharing music with other people, an audience a performance doesn't have to be a drama! it can be to one person or to each other
 - you need to know and have planned everything that will be performed you must sing or rap the words clearly and play with confidence
 - a performance can be a special occasion and involve an audience including of people you don't know
 - it is planned and different for each occasion
 - it involves communicating feelings, thoughts and ideas about the song/music
 - to choose what to perform and create a programme
 - present a musical performance designed to capture the audience
 - communicate the meaning of the words and clearly articulate them
 - talk about the best place to be when performing and how to stand or sit
 - record the performance and say how they were feeling, what they were pleased with what they would change and why