



Music Year 4



Unit	Create and Notate	Singing and Traditions	Recycling Songs	Exploring Musical Contrasts	FX Sound Effects	Round and Round
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Key stage 2 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.					
Unit Link	Create And Notate/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Singing and Traditions/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Recycling Songs/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Exploring Musical Contrasts/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub	FX Sound Effects/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Round And Round/Year 4/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Style	Electronic Dance Music	Musical Theatre	Pop rock	Rhythm and Blues	Digital Effects 	Folk

						
Musician	Daft Punk 	Rodgers and Hammerstein 	Paul Simon 	Ray Charles 	David Tipper 	Bob Dylan 
Knowledge	Lesson 1 - I know 3 joined quavers in 6,8 time is tri-o-la and a dotted crotchet is tai (compound time) Lesson 2 - I know about musical notation, musical phrases, rhythm and counting bars of music. Lesson 3 - I know how changing the notes of a melody changes its character. Lesson 4 - I know how to refine a composition by checking melody,	Lesson 1 - I know 9,8 is a time signature in compound time because there are 9 quavers in a bar Lesson 2 - I know that musicians can use call and response, 2-part singing, rounds, and dynamics to create harmony and musical expression. Lesson 3 - I know about call and response, 2-part singing, rounds, and dynamics and that practising songs using expressive gestures and	Lesson 1 - I know what a polyrhythm is and know a repeat sign means to play the music again. Lesson 2 - I know how songs can share messages, including about plastic pollution, and I understand how pulse, rhythm, dynamics, and expressive singing help shape a song. Lesson 3 - I know how to use rhythm, pitch, and dynamics to create expressive parts of a song, and I	Lesson 1 - I can play crotchet, paired quavers and silent rest. Lesson 2 - I know how pulse, tempo, dynamics, and layering voices affect the mood and expression of a song. Lesson 3 - I know how musical contrasts like staccato, legato, crescendo, and decrescendo affect a performance, and I understand how texture and layering create	Lesson 1 - I know 3,4 time is simple and steady; 9,8 time is compound time and lively. Lesson 2 - I know that different sound effects—natural, Foley, and digital—can be used and layered to match a video scene and create mood. Lesson 3 - I know how choosing, sequencing, and using silence in sound effects can change the story and emotion of a scene.	Lesson 1 - I know 4,4 time is simple and steady; 12,8 time is compound time and lively with 12 quavers in a bar. Lesson 2 - I know how pulse, tempo, dynamics, and melody help shape a song, and I understand how singing in rounds and using drones creates musical contrast. Lesson 3 - I know how melodic leaps, different vocal styles (like staccato and legato), and

	rhythm, and notation. Lesson 5 - I know crotchet and silent rest.	performance skills, helps create a confident and engaging musical presentation. Lesson 4 - I know that songs can tell stories and create feelings, and I understand call and response and simple 2-part harmony. Lesson 5 - I know and apply crotchet and silent rest.	understand how lyrics and music can work together to share an important message. Lesson 4 - I know how rehearsing, using feedback, and reflecting on lyrics and performance help improve a group song. Lesson 5 - I know and apply crotchet and silent rest.	different musical effects. Lesson 4 - I know how timing, balance, dynamics, and expression help create a strong group performance. Lesson 5 - I know and apply crotchet and silent rest.	Lesson 4 - I know how timing, layering, and volume choices help create a clear and expressive soundscape. Lesson 5 - I know and apply crotchet and silent rest.	dynamic changes help shape a song. Lesson 4 - I know how expressive techniques, musical contrasts, and ensemble skills help create a confident and polished performance. Lesson 5 - I know and apply crotchet and silent rest.
Skills	Lesson 1 - I can read and play blob notation, stick notation and notes in 6,8 tim Lesson 2 - I can read from the stave and compose using a 5-note D minor scale. Lesson 3 - I can apply knowledge of pitch, rhythm and structure to compose rhythmic patterns with notation.	Lesson 1 - I can play the rhythm syllables tri-o-la, tai and ta-ti to create bouncy rhythms Lesson 2 - I can sing in simple 2-part arrangements, follow conducting cues, and perform songs with appropriate dynamics, expression, and choreographed actions.	Lesson 1 - I can compose rhythm grids to play polyrhythms in different ways and write the notation for a familiar song in 12,8 time signature Lesson 2 - I can work with others to write lyrics, use rhyme and phrasing, and perform a song that shares an important message.	Lesson 1 - I can create rhythm grids in 2,4 and 6,8 time and can feel the difference Lesson 2 - I can sing with clear expression, keep in time with my group, and rehearse a second vocal line with good listening and balance. Lesson 3 - I can perform instrumental and vocal parts with	Lesson 1 - I can create rhythm grids in 3,4 and 9,8 time and can feel the difference. Lesson 2 - I can create and time sound effects using instruments, objects, and body percussion, and work with others to choose and improve ideas. Lesson 3 - I can plan and create sound	Lesson 1 - I can create rhythm grids in 4,4 and 12,8 time and can feel the difference. Lesson 2 - I can sing and perform in a group with good listening, expression, and timing, and use musical words like melody, rhythm, and articulation to describe what I hear. Lesson 3 - I can rehearse main and

	Lesson 4 - I can complete and perform my composition with my group, using good musical skills and reflecting on my creative choices and learning. Lesson 5 - I can play crotchet, paired quavers and silent rest.	Lesson 3 - I can perform songs confidently with expression and reflect on what I did well and what I can improve. Lesson 4 - I can sing with good expression, posture, and dynamics, and give helpful feedback to improve performances. Lesson 5 - I can play crotchet, paired quavers and silent rest.	Lesson 3 - I can work with my group to compose, refine, and perform a polished song using good phrasing, clear communication, and expressive delivery. Lesson 4 - I can rehearse and perform confidently with my group, using good timing, clear expression, and helpful peer feedback. Lesson 5 - I can play crotchet, paired quavers and silent rest.	expression, experiment with pitch and improvisation, and work with my group to create a coordinated ensemble performance. Lesson 4 - I can rehearse and perform confidently with my group, using feedback to refine our music and show good ensemble skills. Lesson 5 - I can play crotchet, paired quavers and silent rest.	effects for my own project, using experimentation and careful listening to match key actions and feelings. Lesson 4 - I can refine and share my soundscape, using feedback to improve clarity, collaboration, and creative expression. Lesson 5 - I can play crotchet, paired quavers and silent rest.	secondary vocal lines with my group, using good timing, balance, and dynamics for a strong performance. Lesson 4 - I can rehearse and perform a song with my group, using feedback to improve our expression, coordination, and presentation. Lesson 5 - I can play crotchet, paired quavers and silent rest.
Perform and Share	.Showcase and celebrate children's compositions and performing achievements. Children apply their singing and instrumental skills confidently, perform collaboratively, and reflect on their	Conduct paired performances with peer feedback. Run dress rehearsal and final performance, recording for reflection.	In the final weeks, children perform and share their completed pop rocks tracks in a supportive and celebratory environment	Perform the complete song, integrating vocals, instrumental parts, drones, and contrasts confidently. Record the performance for reflection, encouraging self- and peer-assessment of rhythm, pitch,	Share completed video projects with the class or school community. Children present the sound effects, explaining their compositional decisions and creative choices.	Children perform selected rounds and songs for a wider audience. Reflect on performance, discuss achievements, and identify areas for growth.

	creative decisions and learning journey, while connecting their music to the unit's thematic message.			dynamics, and expression. Discuss and evaluate expressive techniques, ensemble awareness, and musical contrasts. Celebrate achievements and the overall creative journey, highlighting collaboration, skill development, and musical understanding.	Reflect on how FX enhanced the drama, mood, and realism of their videos. Discuss learning points, including collaboration, experimentation, and expressive use of sound.	Record performance for self-assessment and celebration.
Vocabulary	Minor Scale Bars Stave Rhythm Pitch Scale Composition Melody Rhythm Performance	Call and Response Echoing 2-Part Harmony Round Pitch Rhythm Dynamics Expression Cultural Tradition Storytelling	Pulse Tempo Dynamics Lyrics Couplet Verse / Chorus Hook Melody Structure Performance Rehearsal	Drone Ensemble Contrast Phrase Staccato Legato Crescendo Improvisation Arrangement Technique Texture	Sound Effect Volume Silence Texture Foreground / Background Mood Soundscape Soundscape Balance Layering Refinement	Timbre Round 2-part song Pulse Dynamics Structure Arrangement Pitch Tempo Ensemble
Career Links	Band Member  Place: stages, studios Qualities: adaptable, reliable, rhythmic Qualification: BMus/BA Performance	Music Arranger  Place: studio Qualities: theory-literate, detailed, creative	Instrument Maker  Place: workshop Qualities: patient, precise, hands-on Qualification: Instrument Making Apprenticeship	Studio Technician  Place: recording studio Qualities: methodical, tech-savvy, calm	Film/TV Sound Designer  Place: post-production studios Qualities: creative, attentive, storyteller	Electronic Music Producer  Place: studio Qualities: experimental, patient, self-directed

		Qualification: BA Composition/Arranging		Qualification: BA/Level 4 Audio Engineering	Qualification: BA Sound Design	Qualification: BA Electronic Music
Resources	Interactive whiteboards No instruments- voices only	Interactive whiteboards No instruments-voices only	Music notepad needs setting up- logins for charanga will be needed for the children Chromebook Interactive whiteboard	Glockenspiel Recorders	Music notepad needs setting up- logins for charanga will be needed for the children Chromebook Interactive whiteboard	Interactive whiteboards No instruments-voices only
Assessment	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.	Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.
Year 4 Progression						
Singing	Sing unison songs with an octave range, pitching accurately, and following choral directions. Sing rounds and partner songs with different time signatures. Sing songs with a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies					
Playing Instruments	Play tuned percussion, classroom and whole-class instruments (if appropriate) using notes C, D, E, F, G, A, and B					

Listening	Listen with attention to detail and recall sounds with increasing aural memory. Understand contrasting traditions and stories.
Creating	Improvise with a limited range of notes, paying attention to musical features such as legato and staccato (smooth and detached) articulation. Make compositional decisions about the overall structure of improvisations. Create and play short pentatonic phrases using five notes.
Music Technology	Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. Use the YuStudio DAW to explore musical components and sound effects by composing music for a video. Use YuStudio to introduce major and minor chords. Use video to capture and record creative ideas.
Musicianship or Performing and Notation	Develop instrumental and musical skills. Play and perform more complex melodies following staff notation as a class and in groups. Play and perform in two or more parts from simple notation. Understand the differences between minims, crotchets, paired quavers and their rests. Follow and perform simple rhythmic scores and be able to maintain an individual part.