

Year 4 Knowledge Organiser

Model Music Curriculum



Key Knowledge

Singing	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo) Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind) Perform a range of songs in school assemblies.
Listening	See the two yearly St Monica's Recorded Music Schedule
Composing	<p>Improvise</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato) Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. <p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>C E E G G</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>A G E</p> </div> </div> <ul style="list-style-type: none"> Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip Introduce major and minor chords Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology

Performing

Instrumental Performance

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups
- Perform in two or more parts (e.g. **melody and accompaniment** or a **duet**) from simple notation using instruments played in whole class teaching. Identify **static** and **moving parts**.
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Reading Notation

- Introduce and understand the differences between minims, crotchets, paired quavers and rests
- Read and perform pitch notation within a defined range (e.g. C–G/do–so)
- Follow and perform simple rhythmic **scores** to a steady beat: maintain individual parts accurately within the rhythmic **texture**, achieving a sense of ensemble.

