





<p><b>Year Group:</b> Y4</p>	<p><b>Title:</b> There is no plan B</p>
<p><b>National Curriculum coverage:</b>          Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency and accuracy          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 notation 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</p>	<p><b>Context:</b>          This topic was chosen to compliment the art and D&amp;T project as well as to feed into social discussions about our world          It moves the children on from their football chants work in Y3 by taking time to focus in on accuracy of rhythm to bring fluency to a performance          It prepares children for the composition and triad work in Y5 by beginning to look at the stave</p>
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Performing</li> <li>• Composing</li> <li>• Evaluating</li> </ul>	<p><b>Pre &amp; Post Learning:</b>          Defining the key vocabulary</p>
<p><b>Visits and Visitors:</b> Drumming Workshop</p>	<p><b>St. Mary's Experience:</b> Play an instrument</p>
<p><b>Careers/preparation for adulthood:</b></p> <p> <b>Listening &amp; Talking About Music</b></p> <ul style="list-style-type: none"> <li>• Music journalist</li> <li>• Music producer</li> <li>• Radio presenter</li> <li>• Teacher</li> </ul> <p> <b>Singing with Confidence</b></p> <ul style="list-style-type: none"> <li>• Professional singer</li> <li>• Musical theatre performer</li> <li>• Choir leader</li> <li>• Voice coach</li> </ul> <p> <b>Playing Instruments</b></p> <ul style="list-style-type: none"> <li>• Orchestral musician</li> <li>• Band member</li> <li>• Music therapist</li> <li>• Film and TV musician</li> </ul> <p> <b>Composing &amp; Writing Music</b></p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Songwriter</li> <li>• Film or game music composer</li> </ul>	<p><b>Key People:</b></p> <p><b>Stomp</b> - created by <b>Steve McNicholas</b> and <b>Luke Cresswell</b> in 1991.          The performers use a variety of everyday objects as percussion instruments in their shows.</p>

**Catholic Social Teaching:**








**Stewardship** – We use our music to celebrate the gifts from God in our world and to encourage others to do the same.

**The Common Good** – We use our music to explore and promote ideas that will benefit everyone.



**British Values:**

-  **Democracy** - Pupils learn that everyone has a voice and that decisions can be made fairly.
-  **Rule of Law** - Pupils understand that rules help everyone work safely and successfully – link to following the written notations & etiquette for rehearsals & performances
-  **Mutual Respect** - Listening carefully to others' performances and giving constructive feedback. Working cooperatively in part-singing and ensemble playing. Acknowledging different strengths within the group.
-  **Tolerance** – Appreciation of diversity and different cultural traditions.
-  **Individual Liberty** - Pupils are encouraged to express themselves safely and respectfully

**End points (by the time pupils leave St. Mary's):**

1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
4. Compose for a purpose and notate it using the stave or alternative notation

**Prior knowledge:**

Y2

- Listen to a piece of music and comment on the articulation, timbre and use some Italian vocabulary to comment on the dynamics
- Perform (sing) songs, chants and rhymes with thought to dynamics and mood
- Perform (play) some songs following simple notation on tuned percussion
- Create musical sequences using pitch and rhythm
- Draw crotchets, quavers and crotchet rests to show a rhythm pattern

Y3

- Listen to a piece of music and use Italian vocabulary comment on the tempo and dynamics and any changes in either of these
- Perform (sing) with accuracy of pitch and tempo in an ensemble
- Perform (play) short and simple rhythms with fluency on untuned percussion following notation
- Create a musical sequence to invoke a specific mood
- Notate a simple composition using crotchets, quavers, crotchet rests and some expressive symbols

**Future knowledge: Y5**

- Listen to a piece of music and predict if it is major or minor and give a detailed comment on the dynamics using Italian vocabulary
- Perform (sing) in parts with fluency and accuracy
- Perform (play) untuned percussion following the stave fluently with accurate rhythms
- Compose contrasting musical phrases to make the listener think of different themes
- Notate a composition using methods alternative to the stave

<p><b>Crucial knowledge: Y4</b></p> <ul style="list-style-type: none"> <li>Listen to a piece of music and make a comment on the time signature, texture and articulation (using Italian vocabulary)</li> <li>Perform (sing) and maintain vocal control whilst singing in parts</li> <li>Perform (play) notation on the stave which uses crotchets, quavers, crotchet rests and minims</li> <li>Compose a musical sequence giving thought to how it should be played</li> <li>Notate a composition on the stave</li> </ul>	<p><b>Vocabulary</b></p>	
	<p><b>Tier 2</b> (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Improvise</p>	<p><b>Tier 3</b> (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>Harmony Melody Octave Time signature Texture Legato Staccato Minim Dotted minim Minim rest Semiquavers</p>
<p><b>Songs known by the end of Y4 selected from the following list (but not limited to):</b></p> <ul style="list-style-type: none"> <li>Whole of the Callow Mass e.g. Memorial Acclamation</li> <li>Be Cool – Bob Chilcott</li> <li>I Raise A Hallelujah</li> <li>Walk In The Light</li> <li>Prepare The Way</li> <li>We Wish You A Merry Christmas (Kate Rusby)</li> <li>Prince of Peace (2 parts)</li> <li>I Like The Flowers (2 parts)</li> <li>This Is Amazing Grace</li> </ul>	<p><b>Other musical opportunities:</b></p> <ul style="list-style-type: none"> <li>Violin lessons</li> <li>Keyboard lessons</li> <li>Clarinet lessons</li> <li>Choir</li> <li>Young Voices</li> <li>Musical theatre club</li> <li>St. Mary's Young Musician Of The Year</li> <li>School music concerts</li> <li>Watching a live musician perform</li> </ul>	
<p><b>Yearly Musical Opportunities</b></p>		
<p><b>Autumn Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician of the month</li> <li>Cavemen instruments in history</li> <li>Advent presentation</li> <li>Mass</li> <li>Carols by candlelight</li> <li>Christingle</li> <li>Audio production computing unit</li> </ul>	<p><b>Spring Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician of the month</li> <li>Mass</li> <li>Glockenspiel lessons</li> <li>Water cycle soundscape in geography</li> <li>Holy Week presentation</li> </ul>	<p><b>Summer Term:</b></p> <ul style="list-style-type: none"> <li>Weekly singing assemblies</li> <li>Musician on the month</li> <li>Plan B! Project</li> <li>Music assembly</li> <li>Mass</li> <li>World music day events</li> </ul>