

Threads	<u>Listening and appraising</u>	<u>Singing</u>	<u>Composing</u>	<u>Performance and Movement</u>
NC objectives	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Term	<p>Ancient Civilisations - The Romans No link</p>		<p>Amazing Authors Rudyard Kipling (Performance link)</p>	<p>Farming – County Show</p>
<p>Charanga unit</p> <p>Musical genre Notation</p> <p>NC Objectives breakdown</p>	<p><i>How does music connect us with the past? (yr 4)</i></p> <p>Pop,folk,Jazz C,D,E,G (Crotchets, quavers, semiquavers)</p> <ul style="list-style-type: none"> Listen with attention to detail, repeat back and identify instruments accurately. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation Sing ‘on pitch’ and ‘in time’ Children begin to play and experiment in response to a class score (using lettered notation or symbols) Children have an awareness that pitch is a response to different notes. <p>Begin to play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>		<p><i>How does music teach us about our community? (Yr 4)</i></p> <p>R&B, classical, jazz, rock, orchestral C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Begin to have an awareness of the different musical periods. Discuss the structures of songs Perform as a choir in school assemblies. Sing a widening range of unison songs of varying styles and structures tunefully and with expression Sing ‘on pitch’ and ‘in time’ Rehearse and learn songs from memory. 	<p><i>How does Music connect us with the environment?(Yr4)</i></p> <p>Gospel,choral,funk,calypso,dance C,D,E,G,A (Minims, crotchets, quavers)</p> <ul style="list-style-type: none"> Identify major and minor tonality Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae When singing, demonstrate vowel, blended sounds, and consonants. Improvise, explore and compose music when responding to stimuli and feelings for a range of purposes using the 9 inter-related dimensions of music. <ul style="list-style-type: none"> Begin to play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

		<ul style="list-style-type: none">• Children begin to play and experiment in response to a class score (using lettered notation or symbols) and are able to begin to make their own.• Rehearse and enjoy the opportunity to share what has been learned in the lessons <p>Perform, with confidence and in time, a song from memory or using notation.</p>	<ul style="list-style-type: none">• Reflect on the performance and how well it suited the occasion<ul style="list-style-type: none">• Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance
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