

Music Unit of Work Year 4 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary
Guitar	Y3 Know how to play low D, E, F, G, A, B, C, D on the recorder Know how to read these notes on the stave	<ul style="list-style-type: none"> <li>To have good posture and appropriate holding positions on instruments</li> <li>To be able to play A B C D and E notes on brass/woodwind instruments and improvise a short phrase on one note</li> <li>To read crotchets and minim beats using C D and E</li> <li>To have developed rhythm skills using body percussion including pulse, tempo, dynamics</li> <li>To become increasingly confident reading musical notation</li> <li>To compose a piece of music, including writing ideas in musical or graphic notation</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Tempo</li> <li>Stave</li> <li>Crotchet</li> <li>Minim</li> <li>Quaver</li> <li>Time Signature</li> <li>Bar line</li> <li>Octave</li> <li>Syncopation</li> </ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>		
Knowledge:			Key Vocabulary
Intended Knowledge	<ul style="list-style-type: none"> <li>Know the appropriate posture and hand position for open string and first two frets</li> <li>Know each the name of each string</li> <li>Know how to produce an open string sound and get a clean note from a fretted note</li> <li>Know how keep time when tracking the pulse / backing track</li> <li>Know how to read guitar tablature</li> <li>Know how to play three simple melodic pieces fluently, with others</li> <li>Know how to play two short simple pieces in time to a backing track which uses varying dynamics</li> <li>Know how to play B, C and D on the guitar neck</li> <li>Know to how strum Em and Asus2 chords</li> <li>Know the notes on the stave</li> <li>Know how to perform for an audience</li> <li>Know how to sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)</li> </ul>		Picking, plucking, strumming, open strings, chord, pitch, rhythm, tempo, tablature, crotchet, quaver, minim, crotchet rest
Assessment Outcomes	<p style="text-align: center;"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can find and play the correct strings</li> <li>I can accurately fret notes in the first position, using different fingers producing a clear even tone</li> <li>I can play strings to a steady pulse using thumb or pick using or I&amp;M</li> <li>I can accurately play a variety of pieces in time to backing tracks</li> <li>I can play and strum an Em and Asus2 chord</li> <li>I can copy short phrases using B, C and D</li> <li>I can accurately perform several short pieces of music</li> <li>I can continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</li> </ul>		<p style="text-align: center;"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify the different parts of the guitar</li> <li>I can understand the meaning of pitch, rhythm, tempo, dynamics and texture</li> <li>I can identify notes on the stave</li> <li>I can read guitar tab notation as applied to pieces played</li> <li>I can listen and compare music, discussing similarities and differences and expressing preferences.</li> </ul>
Significant music			

**Music Unit of Work**  
**Year 4 Spring**

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary
<b>Guitar</b>	Y3 Know how to play low D, E, F, G, A, B, C, D on the recorder Know how to read these notes on the stave	<ul style="list-style-type: none"> <li>To have good posture and appropriate holding positions on brass instruments</li> <li>To be able to play A B C D and E notes on brass instruments and improvise a short phrase on one note</li> <li>To read crotchets and minim beats using C D and E</li> <li>To have developed rhythm skills using body percussion including pulse, tempo, dynamics</li> <li>To become increasingly confident reading musical notation</li> <li>To compose a piece of music, including writing ideas in musical or graphic notation</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Tempo</li> <li>Stave</li> <li>Crotchet</li> <li>Minim</li> <li>Quaver</li> <li>Time Signature</li> <li>Bar line</li> <li>Octave</li> <li>Syncopation</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>		
<b>Knowledge:</b>			<b>Key Vocabulary</b>
<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to discuss music from different genres</li> <li>Know how to play B C D E F G</li> <li>Know how to play A, Dmaj7 and Am chords</li> <li>Know how to play with a backing track that uses a different time signature</li> <li>Know how to play more challenging melodic phrases</li> <li>Know how to compose my own music using E A Dmaj7 chords/B C D E F G</li> <li>Know the notes on the stave</li> <li>Know how to perform as an ensemble</li> <li>Know how to sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato)</li> </ul>		Picking/plucking, strumming pattern, open strings, fret, chord, chord sequence, texture, major, minor, improvisation, timbre, instrumentation, semi-breve
<b>Assessment Outcomes</b>	<p align="center"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can accurately perform pieces which incorporate string swapping</li> <li>I can play A Dmaj7 and Am, chords</li> <li>I can play and recall the notes BCDEFG and have an understanding how to sharpen and flatten notes</li> <li>I can improvise and compose phrases using rhythm grids; playing either chords or melodies using BCDEFG notes</li> <li>I can continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</li> </ul>		<p align="center"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify the characteristics of music from several genres</li> <li>I can listen and compare music, discussing similarities and differences and expressing preferences.</li> <li></li> </ul>
<b>Significant music</b>			

**Music Unit of Work**  
**Year 4 Summer**

Unit	Prior learning (Retrieval)	Future learning	Prior Key Vocabulary
<b>Guitar</b>	Y3 Know how to play low D, E, F, G, A, B, C, D on the recorder Know how to read these notes on the stave	<ul style="list-style-type: none"> <li>To have good posture and appropriate holding positions on brass instruments</li> <li>To be able to play A B C D and E notes on brass instruments and improvise a short phrase on one note</li> <li>To read crotchets and minim beats using C D and E</li> <li>To have developed rhythm skills using body percussion including pulse, tempo, dynamics</li> <li>To become increasingly confident reading musical notation</li> <li>To compose a piece of music, including writing ideas in musical or graphic notation</li> </ul>	<ul style="list-style-type: none"> <li>Pulse</li> <li>Tempo</li> <li>Stave</li> <li>Crotchet</li> <li>Minim</li> <li>Quaver</li> <li>Time Signature</li> <li>Bar line</li> <li>Octave</li> <li>Syncopation</li> </ul>
<b>National Curriculum Subject Content:</b>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improve and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>		
<b>Knowledge:</b>			<b>Key Vocabulary</b>
<b>Intended Knowledge</b>	<ul style="list-style-type: none"> <li>Know how to play more challenging melodic pieces at a correct tempo</li> <li>Know how to improvise with notes G-G</li> <li>Know how to play C and Fmaj7 chords</li> <li>Know how to play a song reading notation</li> <li>Know how to read time and key signatures</li> <li>Know how to perform as an ensemble</li> <li>Know how to follow and lead performance directions, controlling voices</li> </ul>		Improvisation, tonality, octave, genre, accent, arpeggio, staccato, legato
<b>Assessment Outcomes</b>	<p style="text-align: center;"><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>I can play increasingly complicated melodic pieces that use all four first frets and at least four different strings</li> <li>I can play pieces in two parts</li> <li>I can play A Dmaj7, Am, C and Fmaj7 chords</li> <li>I can play and recall the notes G-G from memory</li> <li>I can improvise and compose pieces using melodies and chords</li> <li>I can continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.</li> </ul>		<p style="color: red;"><b>Declarative Knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify the characteristics of music from several genres</li> <li>I can display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc)</li> <li>I can listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.</li> </ul>
<b>Significant music</b>			