

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: The Supernatural World (how music can be made to sound spooky and scary – focus on the elements of music)</p> <p>Featured Composers: Greig, Mussorgsky, Saint Saens</p> <p>Summary: Listening to how the composers create suspense and fear through In <i>The Hall of the Mountain King</i>, <i>Night On a Bare Mountain King</i> and <i>Danse Macabre</i>.</p>	<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: The Firebird and Petrushka (how music can tell a story – focus on the elements of music)</p> <p>Featured Composers: Stravinsky</p> <p>Summary: Focusing on how a story can be told through music, learning about ballet.</p>	<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: Concertos</p> <p>Featured Composers: Haydn</p> <p>Summary: Learning about the life of Josef Haydn, learning about concertos and rondo form</p>	<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: Music and Nature (how music can depict nature)</p> <p>Featured Composers: Smetana, Beethoven</p> <p>Summary: Learning about how music can depict nature through listening to <i>Ma Vlaast</i> (Smetana) and <i>Pastoral Symphony</i> (Beethoven)</p>	<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: Body Percussion</p> <p>Featured Composers: Anna Merideth, Kerry Andrew</p> <p>Summary: Through <i>Connect It</i> and <i>No Place Like</i> (BBC 10 Pieces) the children will learn about body percussion</p>	<p><i>NC: Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>NC: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></p> <p><i>NC: Develop an understanding of the history of music</i></p> <p>Topic: Wolfgang Amadeus Mozart</p> <p>Featured Composers: Mozart</p> <p>Summary: Learning about the life of Mozart, focus on <i>Horn Concerto No. 4</i> (BBC 10 Pieces) and <i>Requiem</i></p>

<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: Caribbean Songs, Songs from Year 2</p> <p>Composing: Music inspired by the supernatural elements of the 3 pieces listened to</p> <p>Recorder: Revision of B, A, G, High C and High D from Year 2 Learning to read music from the stave (crotchet, minim, semibreve, quaver etc.)</p>	<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: Caribbean Songs, Songs associated with Christmas</p> <p>Composing: Music inspired by the Firebird and Pertushka stories Music inspired by Christmas themes</p> <p>Recorder: E, F sharp and low D. Tunes that involve all the notes learnt so far Learning to read music</p>	<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: Folk songs – what makes a song a folk song? Folk songs from different countries</p> <p>Composing: Compositions featuring a solo instruments, composing music in rondo form</p> <p>Recorder: Consolidation of what was learnt in Term 1</p>	<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: More folk songs from around the world</p> <p>Composing: Music replicating the different parts of the river in <i>Ma Vlaast</i>, and the different sections of the <i>Pastoral Symphony</i></p> <p>Recorder: High E, High F sharp and High G</p>	<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: Songs from terms 1 and 2</p> <p>Composing: Group compositions based on Connect It and No Place Like</p> <p>Recorder: More tunes which use High E, High F sharp and High G. Emphasis on reading music from the stave</p>	<p><i>NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>NC: Improvise and compose music for a range of purposes using the inter-related dimensions of music.</i></p> <p><i>NC: Use and understand staff and other musical notations</i></p> <p>Singing: Popular songs from different eras</p> <p>Composing: Further attempts at composing concertos, composing a requiem</p> <p>Recorder: Consolidation of what was learnt during the year</p>
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