



## Enter Subject Long Term Map

Year 4

	Theme	National Curriculum Objectives
Autumn 1	<p><u>Brazil</u></p> <p>Samba workshop?</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Autumn 2	<p><u>Ancient Egypt</u></p> <p>To sing in unison maintaining the correct pitch and using increasing expression through the use of dynamics (volume) and tone.</p> <p>Learn to sing the following 2 songs.</p> <p>Making a Mummy <a href="https://www.youtube.com/watch?v=nf4vlyh9bJk">https://www.youtube.com/watch?v=nf4vlyh9bJk</a></p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

	<p>Ra Ra Cleopatra <a href="https://www.youtube.com/watch?v=hfbXQFsOtDo">https://www.youtube.com/watch?v=hfbXQFsOtDo</a> Have they heard a song that sounds similar? Let children listen to part of Lady Gaga Bad Romance- ask children what has changed encourage use of specific musical vocabulary 'lyrics'. Explain that parodies are an imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect. Reading comprehension about Lady Gaga.</p>	
Spring 1	<p style="text-align: center;"><u>Antarctic Adventure</u></p> <p>Ask children if they know of any awards for musicians or composers? Introduce children to different awards awarded for musical creativity performers and composers. E.g. Brit Awards, Emmys, Grammys, Baftas (original score). Find some of the winners for the children to listen and appraise. How does the music make them feel? What can they hear etc. Listen to and identify different genres of music- pop, reggae, classical and folk music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p> <p>Introduce British Composer Adrian Johnston who won a Primetime Emmy Award for his score for Shackleton a two part television series in 2002. Can they remember any other composers that wrote music for film? (John Williams- Year 3) Explain that a score is how composers write down the music using musical notation. Show examples. Can the children recognise any of the symbols? Any notes? (They should have learnt treble clef, E, D, F, C, crotchets, minims and crotchet and minim rests in year 3). Listen and appraise To discuss the dynamics, tempo and texture of a piece of music and think about the effect they have on the listener. <a href="https://www.youtube.com/watch?v=iIftbcmIx-0">https://www.youtube.com/watch?v=iIftbcmIx-0</a> Let the children listen to if first. Ask how it makes them feel? What does it make them think? Ask questions about the interrelated dimensions of music e.g. what is the tempo like? Do the dynamics change in the piece? What is the texture like? What instruments do you think you can hear? Listen to different types of stringed, brass, percussion and woodwind instruments- notice the difference in pitch and timbre (link to sound in science). (Children may need recap on different type of instruments- year 3 planning Spring 1) What title might you give this piece of music? Share the title 'Antarctic Night'. Reflect.</p> <p>Listen and appraise <a href="https://www.youtube.com/watch?v=Bb7o_kLDBEs">https://www.youtube.com/watch?v=Bb7o_kLDBEs</a> how does this music make you feel? What might be happening? Is it a happy occasion? How is it different to 'Antarctic Night?' Encourage the children to use specific musical vocabulary e.g. tempo, pitch. Share the title 'Crew Photograph' Reflect.</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>

	<p>How did Adrian Johnston create different effects in his music? Ask the children how he created tension etc. Children given the task of composing their own music using their voices, body percussion and instruments to create a section from the story of Shackleton's Journey.</p> <p>Composition of part of Shackleton's Journey          To begin to explore, choose and order sounds using the inter-related dimensions of music (e.g. pitch, dynamics and tempo)          To show an awareness of the link between shape and pitch using graphic notations e.g. writing the symbol higher than another symbol if the sound is higher. To show dynamics (volume) in their symbols e.g. using bold or a larger symbol if it is louder. To show tempo in their representations- e.g. symbols closer together if they're to be played quicker.</p>	
Spring 2	<p style="text-align: center;"><i>Stone Age</i></p> <p>Glockenspiel Stage 2 Charanga unit of work. Separate planning.          To listen to more complicated clapping, sung and instrumental patterns with up to 3 notes and copy them back.          To know a semibreve is worth 4 beats . To know the symbol for a semibreve rest . To know a quaver  is worth half a beat.          To play in unison with others using dynamics to create interest as an ensemble.          To take notice of a conductors cues.          To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics (volume).</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with</p>

		increasing aural memory
Summer	N/A <u>Bronze and Iron Age</u>	.
Summer 2	<p><u>Delve into the Dales</u></p> <p><b>Listening and appraising music</b> inspired by nature. Research or reading comprehension to find out about Edward Elgar Edward Elgar- Pomp and Circumstance (music said to be inspired by frequent visits to Settle 'Catrigg Force waterfall) It is played at the Last Night of the Proms and is the music for Land of Hope and Glory <a href="https://www.youtube.com/watch?v=Spx4kmY67Wc">https://www.youtube.com/watch?v=Spx4kmY67Wc</a> Listen to Nimrod- <a href="https://www.youtube.com/watch?v=Nz8p9mOLr8U">https://www.youtube.com/watch?v=Nz8p9mOLr8U</a> Compare tempo to Pomp and Circumstance. <b>Ask children questions regarding the interrelated dimensions of music</b> e.g. what happens to the dynamics in this section? How does the change in dynamic make you feel? Can the children name the instruments that they can see and hear? (Give them the orchestra handout). <a href="https://www.ossett.net/beyond/William_Baines.html">https://www.ossett.net/beyond/William_Baines.html</a> William Baines another British composer (1899-1922) <a href="https://www.youtube.com/watch?v=fJxFTMrf2M0">https://www.youtube.com/watch?v=fJxFTMrf2M0</a> Tides- children to watch the score as they listen to the music. What instrument can they hear? Can they see how the sounds and notation link? What happens when the notes are higher pitched? (further up the staff). Introduce them to the bass clef (lower notes played by left hand on the piano). <b>Locate on music history time line</b>. Does the music remind them of tides? How? Kate Rusby- Folk singer from Penistone, Barnsley <a href="https://katerusby.com/">https://katerusby.com/</a>- Blooming Heather - use the style indicators information to explain the main characteristics of folk music. Explore the lyrics. Discuss the structure. What does it remind them of? <a href="https://www.youtube.com/watch?v=Y3B2mntKAZo&amp;list=PL6qWFX7DM0tYUbfz8b4bLeCNI__jtIMGw&amp;index=2">https://www.youtube.com/watch?v=Y3B2mntKAZo&amp;list=PL6qWFX7DM0tYUbfz8b4bLeCNI__jtIMGw&amp;index=2</a> Jolly Plough Boys <a href="https://www.youtube.com/watch?v=00ZfQhR3Wic&amp;list=PL6qWFX7DM0tYUbfz8b4bLeCNI__jtIMGw&amp;index=5">https://www.youtube.com/watch?v=00ZfQhR3Wic&amp;list=PL6qWFX7DM0tYUbfz8b4bLeCNI__jtIMGw&amp;index=5</a></p>	<p>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>develop an understanding of the history of music.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>

Composition- Compose lyrics (could be poetry) inspired by nature- Blooming Heather structure could be used. Perform either as a poem or if they'd like to put a melody to it they could. They could perform over instrumental folk backing track e.g. <https://www.youtube.com/watch?v=eAiAlg22ggQ> or to a backing track they have created. Encourage children to experiment with the interrelated dimensions of music while performing e.g. pitch falling or rising for mountains/hills.

Visit the countryside for inspiration.