



**St Charles Catholic Primary School
Year 4 Medium Term Plan**

Music Medium Term Plan

Autumn 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Poetry Musical focus: Performing Subject Link: English			Environment Musical Focus: Composing Subject Link: Science		
Learning Objectives					
<u>Hand on the bridge</u> I can look at music notation with reference to metre and accent I can build an extended performance piece from a poem I can use canon and ostinati as accompaniments I can pay attention to notation, accent, diminuendo and balance	<u>Write a rap</u> I can use beatbox techniques to imitate the sound of a drum kit I can perform a rap with a vocal beatbox accompaniment	<u>From a railway carriage</u> I can perform a poem with rhythmic accuracy (choral speaking) I can devise a rhythmic accompaniment based on repeated text fragments I can balance voices in a performance	<u>The tree in season</u> I can explore how different timbres can be descriptive	<u>Global warming</u> I can explore combinations of different timbres to accompany a song I can learn how to accompany a song with drone and ostinato on tuned percussion	<u>Antarctic symphony</u> I can explore the descriptive music of two major composers (Vaughan Williams, Maxwell Davies) I can compose an introduction for a song
Key Vocabulary •Beat •Rhythm •Dynamics •Ostinato/ostinati •Canon	Key Vocabulary •Tempo •Beat •Rhythm	Key Vocabulary •Ostinato/ostinati	Key Vocabulary •Timbre •Texture •Pitch •Dynamics •Duration •Tempo •Structure	Key Vocabulary •Timbre •Drone •Ostinato/ostinati •Introduction •Coda	Key Vocabulary •Timbre



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Key NC areas covered

- Pupils use and understand staff notation (rhythm)
- Pupils use technology appropriately (create a recording)
- Pupils explore structure, timbre, and texture
- Pupils create music on their own and with others

Key NC areas covered

- Pupils explore timbre, structure, tempo, and dynamics
- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers
- Pupils compose music, organising and manipulating ideas within musical structures
- Pupils learn to sing with expression



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Autumn 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sounds Musical focus: Exploring sounds Subject Link: Science			Recycling Musical Focus: Structure Subject Link: Art and Design		
Learning Objectives					
<u>Beatbox</u> I can learn about classifying instruments by the way sounds are produced I can learn some simple beatboxing sounds I can sing a song and add beatbox sounds	<u>Saint train swing sing</u> I can learn about aerophones I can learn to sing partner songs	<u>In the mood</u> I can learn about classifying instruments by the way sounds are produced I can explore the combined expressive effects of different instrument groups	<u>Paper groove</u> I can make instruments I can perform verse and chorus structure I can interpret notation I can improvise	<u>Jazz junk</u> I can make instruments I can perform verse and chorus structure I can interpret notation and improvise I can understand ABA structure	<u>Recycling bhangra</u> I can perform repeating rhythms I can chant in three parts I can explore sounds I can perform rondo form
Key Vocabulary •Aerophone •Chordophone •Membranophone •Idiophone •Beatbox	Key Vocabulary •Aerophone •Break •Spiritual	Key Vocabulary •Aerophone •Chordophone •Membranophone •Idiophone •Unison •Round •Vibration	Key Vocabulary •Binary •Rhythm •Groove •Verse •Chorus	Key Vocabulary •Ternary •Improvisation	Key Vocabulary •Rhythm •Rondo structure (ABACA)



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Key NC areas covered

- Pupils understand and explore how music is created, produced, and communicated
- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils sing with increasing fluency and expression

Key NC areas covered

- Pupils explore structure, timbre, and appropriate musical notations
- Pupils play musically, with increasing confidence and control
- Pupils appreciate and understand a wide range of music, across a range of genres and traditions
- Pupils use their voices expressively
- Pupils understand and explore how music is created, produced, and communicated



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Spring 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Building Musical focus: Beat Subject Link: PSHE			Around the world Musical Focus: Pitch Subject Link: Geography		
Learning Objectives					
<u>Everybody's building</u> I can learn about verse and chorus song structure I can combine four body percussion ostinati as a song accompaniment	<u>Building it up</u> I can understand texture I can learn about layered structure in a rhythmic ostinato piece I can create rhythmic ostinati I can accompany a melody with a drone	<u>Wheels in motion</u> I can describe the structure of a piece of orchestral music I can read a clock score to play a piece combining drone and melodic ostinati I can use rondo structure to build a performance	<u>Pitch songs</u> I can explore the pentatonic scale I can play leaps I can read graphic notation	<u>Pentatonic melodies</u> I can develop my listening skills I can describe music using musical and non-musical terms I can compose and notate pentatonic melodies	<u>Kwaheri</u> I can play a pentatonic song with leaps I can combine tuned percussion, untuned percussion and singing
Key Vocabulary •Verse •Chorus •Ostinato/ostinati •Dynamics •Riff	Key Vocabulary •Texture •Ostinato/ostinati •Drone	Key Vocabulary •Drone •Ostinato/ostinati •Rondo •Fanfare •Crescendo •Circular score	Key Vocabulary •Round •Pentatonic •Spiritual •Gospel music •Harmony •Graphic notation •Pitch	Key Vocabulary •Pentatonic •Rhythm •Tempo •Improvisation	Key Vocabulary •Rhythm •Off-beat



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Key NC areas covered

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils explore structure, pitch, and duration
- Pupils learn to sing and to play a musical instrument
- Pupils improvise music

Key NC areas covered

- Pupils listen to, review, and evaluate music, including the works of the great composers
- Pupils appreciate and understand a range of music drawn from different traditions
- Pupils use and understand musical notations
- Pupils improvise and compose music using the inter-related dimensions of music



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Spring 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Ancient Worlds Musical focus: Structure Subject Link: History			Singing Spanish Musical Focus: Pitch Subject Link: Foreign languages		
Learning Objectives					
<u>Amazing Egyptians</u> I can learn a verse and chorus song I can understand that melodies have phrases I can explore layers and layering	<u>Musical procession</u> I can compare and contrast structure I can understand layers in musical structure I can identify key features of minimalist structure	<u>Amazing procession</u> I can play in groups I can combine sections of music in a layered structure I can rehearse and prepare for a performance	<u>Buenos dias</u> I can sing in a group I can create descriptive music	<u>De uno a diez</u> I can sing in a minor key in groups I can develop descriptive song accompaniments	<u>Chocolate molinillo</u> I can sing in two parts with accompaniment I can perform repeating rhythms I can combine tuned percussion, untuned percussion and singing
Key Vocabulary •Structure •Verse •Chorus •Coda •Dynamics •Phrase •Crescendo •Diminuendo •Outro	Key Vocabulary •Structure •Ostinato/ostinati •Minimalism •Graphic score •Texture	Key Vocabulary •Ostinato/ostinati	Key Vocabulary •Accompaniment	Key Vocabulary •Minor key •Hocket •Pitch	Key Vocabulary •Beat •Rhythm •Accompaniment



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Key NC areas covered

- Pupils explore structure, dynamics, and texture
- Pupils develop an understanding of the history of music
- Pupils create music with others
- Pupils learn to sing
- Pupils develop an understanding of musical composition

Key NC areas covered

- Pupils sing and play musically, with confidence and control
- Pupils play and perform in an ensemble context
- Pupils explore pitch, timbre, and structure
- Pupils use and understand musical notations, including staff notation



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Summer 1					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
Communication Musical focus: Composing Subject Link: English			Time Musical Focus: Beat Subject Link: Maths		
Learning Objectives					
<u>School news</u> I can copy rhythms and a short melody I can play ostinati and layering them in a performance	<u>Why how what?</u> I can use music to communicate a meaning I can compose a rap	<u>Musical news</u> I can •play ostinati and layer them in a performance	<u>Canterbury bells</u> I can identify the metre of a new song I can sing in three independent parts I can play and sing repeated patterns (ostinati) from notation	<u>Clock music</u> I can identify metre in a piece of music I can understand syncopation and use off-beat rhythms in improvisation I can combine independent parts in more than one metre	<u>Cinderella</u> I can identify how a well-known story has been told in music I can create music which tells a story
Key Vocabulary •Rhythmic ostinato/ostinati •Melodic ostinato/ostinati	Key Vocabulary •Harmony	Key Vocabulary •Chord/chordal •Harmony •Ostinato/ostinati	Key Vocabulary •Beat •Metre	Key Vocabulary •Rhythm •Syncopation •Metre	Key Vocabulary •Chord •Riff •Break •Waltz



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Key NC areas covered

- Pupils use their voices and play musical instruments with increasing accuracy, fluency, control, and expression
- Pupils play and perform in solo and ensemble contexts
- Pupils compose music for a range of purposes

Key NC areas covered

- Pupils perform, listen to, review, and evaluate music across a range of historical periods, genres, and styles, including the works of the great composers and musicians
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils listen with attention to detail and recall sounds with increasing aural memory



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Summer 2					
Weeks 1	Week 2	Week 3	Week 4	Week 5	Week 6
In the past Musical focus: Notation Subject Link: Physical education			Food and drink Musical Focus: Performing Subject Link: Design and Technology		
Learning Objectives					
<u>La Morisque</u> I can learn to play a Renaissance dance from notations I can compose a fanfare I can understand simple musical structures	<u>Bridal march</u> I can learn a dance and play music used for celebrations	<u>Let's Dance</u> I can learn a 1960s pop song I can create a performance	<u>Food songs</u> I can combine expressive use of the voice with physical movement I can respond to sound with visual signals I can perform sequences of sounds matched to visual sequences	<u>Pizza</u> I can sing a call and response chant I can compose and play sequences of word rhythms I can understand and perform rondo structure	<u>World famous cooking pot</u> I can learn a traditional West African call and response song I can learn to sing a verse and chorus song I can learn rhythmic and melodic accompaniments for a song and combine them in a performance
Key Vocabulary • Ternary form • Fanfare • Rhythm ostinato • Coda	Key Vocabulary • Beat • Rhythm • Fanfare • Tempo	Key Vocabulary • Chord • Riff • Break • Ostinato/ostinati • Instrumental link	Key Vocabulary • Timbre • Pitch • Pentatonic scale • Beat • Rhythm	Key Vocabulary • Rhythm • Rondo • Chant • Call and response	Key Vocabulary • Call and response • Beat • Phrase • Rhythm



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Key NC areas covered

- Pupils develop an understanding of the history of music
- Pupils perform, listen to, review, and evaluate music across a range of historical periods and styles, including the works of the great composers
- Pupils use and understand musical notations, including staff notation
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures

Key NC areas covered

- Pupils learn to sing and to play a musical instrument
- Pupils perform, listen to, review and evaluate music across a range of styles
- Pupils explore the inter-related dimensions of music, including structure and timbre