Year 4 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Playing With Rhythm – Playing Together and Rhythmic Structures	Term 2: Musical Contrasts	Term 3: Melody Builders – Exploring Melodies and Song Structures
Children can: • Develop ensemble skills, learning to perform together rhythmically • Follow and lead musical instructions • Develop their knowledge of rhythmic notations • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) • Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs	Children can: • Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs	Children can: • Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation • Explore and recognize the structure of songs and music • Compose lyrics and create simple musical arrangements • Plan a class performance

Skills Overview:

The Sparkyard Music Curriculum for Y4 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y4 and you can aim for your class to:

- Explore and perform a widening range of appropriate songs as a class
- Work collaboratively as a class and in small groups, trying out musical ideas
- Suggest improvements for own and others work
- Explore different musical roles (performer, audience, conductor, ensemble)
- Talk about music, expressing preferences

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y4 we recommend that children:

- Revisit songs and musical activities throughout the week
- Perform as a class or small group in assemblies or concerts each term
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **SINGING** and **PLAYING** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Continue to sing a wide range of unison and simple part songs in different styles and structures, pitching the voice accurately.	√	√	√
2. Internalize pitch and copy melodic phrases accurately*			√
3. Follow and lead performance directions including those for getting louder (crescendo) and quieter (diminuendo)	√		√
4. Sing songs in major and minor keys recognizing the difference in tonality		√	
5. Perform rhythms accurately, recognizing and defining note values and rests	√		√
6. Perform rhythms using instruments or body percussion to music in different time signatures, responding to changes in tempo.	√		
7. Maintain an ostinato (rhythmic or melodic), performing accurately and in time as an ensemble	√		√
8. Play and perform simple melodies as a whole class or in small groups following appropriate notations			√
9. Control changes in dynamics, tempo and articulation when singing and playing	√		
10. Suggest simple ways to enhance singing or playing to communicate a particular mood or atmosphere (e.g. changing dynamics)			√
11. Prepare for a performance and consider elements that might shape a performance (e.g. assigning roles, characterisation, movement) **			√
12. Show understanding of different musical roles (e.g. conductor, performer, audience ensemble)	√		√

** This skill isn't mentioned in every lesson because performing to an audience doesn't always have to involve a hall of parents! Get the class performing to each other on a regular basis or how about an Impromptu performance of the song they are working on the school playground. Singing and sharing musical learning with another class is a great way to develop musicianship and get your class working and thinking like performers!

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Recognise and describe timbres of instruments and recall orchestral families (string, woodwind, brass and percussion).	√	√	
3. Listen and identify musical contrasts (e.g. dynamics, tempo, articulation, tonality and discuss the effect on the listener)		√	
4. Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
5. Listen and describe direction and shape of melodies	√		√
6. Recognize major and minor chords		√	
7. Listen and compare music, discussing similarities and differences and expressing preferences.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Improvise rhythms or melodies	√		√
2. Compose and represent melodies using appropriate notations (e.g. graphic scores, combination of rhythm notation and letter names)	√	√	√
3. Arrange individual notation cards of known note values to create a sequence of 2,3 or 4 beat phrases	√		√
4. Compose layers of rhythm (ostinato phrases)	√		
5. Make decisions about the overall structure of compositions and improvisations	√	√	
6. Compose music following a given musical structure (e.g. call and response, rondo, AB)		√	
7. Compose lyrics following a given rhythmic/rhyming structure			√
8. Carefully select instrumental timbres to achieve and effect and explore ways to create musical contrasts (e.g. forte/piano/staccato/legato		√	

/presto/lento, major/minor)			
9. Evaluate performances, making improvements where needed.	√	√	√

Our Sparkyard Music Curriculum will enable children in Y4 to develop these **NOTATION** skills:	Term 1: **PLAYING WITH RHYTHM**	Term 2: **MUSICAL CONTRASTS**	Term 3: **MELODY BUILDERS**
1. Play from rhythmic notation and understand the value of semibreves, minims, crotchets and quavers	√		√
2. Play from pitch notation (e.g. graphic notation, combination of rhythm and note names)			√
3. Follow and perform simple rhythmic scores to a steady beat, maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble	√		
4. Use graphic notations to represent layers of rhythm.	√		
5. Explore a range of notation e.g. graphic symbols, rhythm notation to capture and record creative ideas.		√	√
6. Use a graphic score to represent musical structure		√	