



YEAR: 4 TERM: Autumn 2

TITLE: ROMANS (Adapting and Transposing Motifs)

REVISION / REMIND / REVISIT – Performance skills / Singing in tune and in time in Years 2 and 3	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notation. Listen with attention to detail and recall sounds with increasing aural memory. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Romans Pitch Tempo Motif Mosaic Quaver Beat Minim Dotted minim Semibreve Composition Repetition Pattern Transposing Rhythm 	<p>Skills Developed</p> <ul style="list-style-type: none"> To sing in tune and in time To understand what a musical motif is To compose and notate a motif To develop and adapt a motif To combine and perform different versions of a musical motif <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To sing in time and in tune To follow or remember the lyrics I can hear and recognise a motif in a piece of music I can play and compose motif on a tuned instrument I can use graphic notation to record my motif I can develop and adapt a motif I can combine different versions of a musical motif I can perform my own part in a group performance I can play from musical notation 	<p>Children will compose their own musical piece to include a motif that they have developed and adapted</p>	<p>Understanding life as a Roman Soldier and the role Romans played in influencing life in Britain today</p>	<p>Children to perform their composition to peers and parents using video recording</p>
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> Can sing in time and in tune while following the lyrics. Can compose a musical piece which includes a motif. 	<p>SUGGESTED TIME FRAME 5 sessions + time for preparing the video recording</p>				

- Can perform in a group, showing some expression and an awareness of other performers.

SUGGESTED SEQUENCE OF LESSONS

Session 1 - Here Come the Romans

Kapow Year 4 Romans music Lesson 1

Children sing Roman-themed vocal warm-ups and learn 'The Road Building Song' using call and response

Session 2 - Musical Motifs

Kapow Year 4 Romans music Lesson 2

Children learn what a motif is and how to identify one, before playing and incorporating motifs into the Road Building Song.

Session 3 - Motifs and Mosaics

Kapow Year 4 Romans music Lesson 3

Children create their own motif and experiment with a different form of notation to record their compositions.

Session 4 - Motif Development

Kapow Year 4 Romans music Lesson 4

Experimenting with rhythm, note order and even the notes themselves, children develop their motifs from the previous lesson.

Session 5 - Combine and Perform

Kapow Year 4 Romans music Lesson 5

To end the unit, pupils combine different versions of their motif and perform these to the rest of the class.



YEAR: 4 TERM: Spring 1 TITLE: Rainforests (Body and Tuned Percussion)

REVISION / REMIND / REVISIT – Use of bodies and voices to create sounds / improvising and performing / key vocabulary in Years 2 and 3	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Structure Texture Clapping Clicking Body percussion Tempo Rhythm Boom 	<p>Skills Developed</p> <ul style="list-style-type: none"> To identify structure and texture To use body percussion To create musical rhythms using body percussion To create simple tunes To build and improve a composition <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To know what body percussion, structure, texture and layers of music are To identify the different sections in a piece of music To describe a piece of music, referring to tempo, dynamics, texture and structure To use body percussion to perform a boom clap click sequence and play in time with a partner To record a rhythm using symbols or words To make two simple melodies to represent layers of the rainforest To work with a partner and use tuned percussion instruments 	<p>All children will experiment with creating rhythms and melodies using body percussion and musical instruments to compose their own challenging and original 'Rainforest Layers' Composition</p>	<p>Children will understand the four layers of the rainforest and will know about the animals and humans that live in and are affected by the threats posed to these areas of the world.</p>	<p>Children will perform 'Rainforest Layers' Compositions in a class assembly and at a 'Chocolate Event' for parents and governors (could be shown via video if necessary)</p>

<ul style="list-style-type: none"> ▪ Snap ▪ Contrast ▪ Higher ▪ Lower ▪ Compose ▪ Loop ▪ Melody ▪ Pitch ▪ Inspiration ▪ Keyboard 	<p>to create a short melody line, changing the pitch and melody</p> <ul style="list-style-type: none"> • To build the structure of a rainforest-inspired composition 			
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> ▪ Can listen to short extracts and respond to simple questions about structure and texture ▪ Can create musical rhythms using body percussion ▪ Can create, build and improve a composition combining rhythms and melodies and adding dynamics and tempo 		<p>SUGGESTED TIME FRAME At least 5 x 1 hour sessions.</p>		
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 – Pitter Patter Raindrops Kapow Year 4 Rainforests music Lesson 1 Listening to the body percussion piece 'Rain Sound', children are introduced to the terms 'structure' and 'texture' and tasked with identifying these features within the music they hear</p> <p>Session 2 – Rainforest Body Percussion Kapow Year 4 Rainforests music Lesson 2 Children work in pairs to practice the 'Boom, Snap, Clap' rhythm using body percussion, personalising their sequence with the introduction of a 'stamp'</p> <p>Session 3 – The Rhythm of the Forest Floor Kapow Year 4 Rainforests music Lesson 3 Children begin their rainforest compositions with the forest floor and understory layers, creating body percussion rhythms to suit the movement of the animals within each of the two layers</p> <p>Session 4 – The Loopy Rainforest Kapow Year 4 Rainforests music Lesson 4 Moving onto tuned percussion instruments, children create 'repeated melodies' or 'loops' for the canopy and emergent layers of the rainforest, taking into consideration pitch and tempo</p> <p>Session 5 – Sounds of the Rainforest Kapow Year 4 Rainforests music Lesson 5 Children combine the four sections of their compositions, building structure through combining rhythms and melodies and adding dynamics and tempo</p>				



YEAR: 4 TERM: Summer 2

TITLE: Samba and Carnival Sounds and Instruments (South America)

REVISION / REMIND / REVISIT - Music from different traditions and genres in all previous year groups / use of voices and instruments to compose and perform / key vocabulary in Years 1, 2 and 3	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<p>NC LINKS</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Brazil Carnival Samba Batucada Bateria Cowbell Agogo Chocalho Ganza Caixa Surdo 	<p>Skills Developed</p> <ul style="list-style-type: none"> To recognise and identify the main features of samba music To understand and play syncopated rhythms To play syncopated rhythms as part of a group To compose a basic rhythmic break To perform rhythmic breaks within the samba piece <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To know what samba music is, where it comes from and its main features and uses To recognise the beat and can play on the off beat To play a syncopated rhythm To compose a simple break To play in time and hold their own part; play at the correct time within a group; perform a break with accuracy 	<p>Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse, as well as using syncopated rhythms. Pupils compose their own verse or 'break' which will form part of the performance in the final lesson.</p>	<p>Knowledge and understanding of the world and other cultures; Rio's 'Carnival' is a celebration of Brazilian culture, music, food, freedom and much more. Explain that it is a particularly important event for black cultures in Brazil because historically, African slaves were freed annually for the festival's duration.</p>	<p>Samba Performance during a class assembly. Perform to parents and link governors (can be shown via video if necessary)</p>

	<ul style="list-style-type: none"> • Tambourim • Repinique • Rhythm • Texture • Dynamic • Structure • Beat / Off beat • Pulse • Syncopation • Break ● Composition 				
<p>ASSESSMENT CRITERIA:</p> <ul style="list-style-type: none"> ▪ Can explain what samba music is and where it is widely used ▪ Is able to clap on the off-beat and able to play a syncopated rhythm. ▪ Can play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). ▪ Can play in time and with confidence; accurately playing their break. 		<p>SUGGESTED TIME FRAME At least 5 x 1 hour sessions</p>			
<p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - Introduction to Samba Kapow Year 4 lesson 1 Samba Pupils learn to identify the features of Samba music, including where it originates from, the main instruments used and its dynamics</p> <p>Session 2 - Pulse and Rhythm Kapow Year 4 lesson 2 Samba Children learn about syncopation (playing the 'off-beat') and practise identifying and performing different rhythms</p> <p>Session 3 - Samba Rhythms Kapow Year 4 lesson 3 Samba Using untuned percussion instruments, children play a variety of rhythms in groups while keeping in time with the pulse</p> <p>Session 4 - Composing a Break Kapow Year 4 lesson 4 In their instrumental groups, pupils compose a verse or 'break' which will form part of the performance in the final lesson</p> <p>Session 5 - Samba Performance Kapow Year 4 lesson 5 After warming up with some call and response, the class perform their samba piece together</p>					