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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 4 | Half term:  Year B  Autumn 1 | SCOPE: Mamma Mia (Pop) | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | LO:  Listen and Appraise:  To understand the genre of music *(this is a key feature at the start of each lesson in this block)* | LO:  Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | LO:  Playing:  To select and learn an instrumental part that matches the musical challenge | LO:  Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | LO:  Composition:  To understand composition | LO:  Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| **Success Criteria:**  Play the song Mamma Mia by Abba.  Use your body to find the pulse. Start thinking about the song and be able to answer the following questions:  Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? Developing correct musical language. | **Success Criteria:**  Play: Dancing Queen by Abba, continue playing and learning Mamma Mia. To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience group and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | **Success Criteria:**  Play Waterloo by Abba Appraise. Continue to play Mamma Mia.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader. | **Success Criteria:**  Play Continue to learn Mamma Mia.  Learn the skill of improvising. Enjoy playing and notice what happens in the music when we improvise. | **Success Criteria:**  Play - Super Trouper by Abba: and contrast to Mamma Mia.  Work as a class to compose a simple piece of music, children learning about the shape of a melody. By keeping the composition simple children will be able to play their music on their instruments. | **Success Criteria:**  Play: Thank You For The Music by Abba Contrast to Mamma Mia.  Prepare for the performance, become familiar with what is happening in a performance. Either perform the song and/or piece of music if confident to. There will be further opportunity to perform later in the year too. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | | | | | | |

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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  4 | Half term:  Year B  Autumn 2 | SCOPE: Christmas Performance | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Take from other genres and units dependant on Christmas songs chosen for performance | | | | | | |

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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | | |
| Year Group: 4 | Half term:  Year B  Spring 1 | SCOPE: Stop! | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | **LO:**  Listen and Appraise (begin to recognise the style indicators of Reggae music)  *(Listen and Appraise is a key feature at the start of each lesson in this block)* | **LO:**  Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | | **LO:**  Playing:  To select and learn an instrumental part that matches the musical challenge | **LO:**  Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | **LO:**  Composition:  To understand composition | **LO:**  Performance:  To know and be able to talk about performing  To perform in front of an audience | Move onto Spring 2 learning.  Children will be able to use these skills to develop their confidence.  Children can also be linked or signposted to other learning opportunities that are available outside of school. |
| **Success Criteria.** Play the song Stop! by Joanna Mangona. Use your body to find the pulse. Start thinking about the song and be able to answer the following questions:  Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? Developing correct musical language.  Learn to sing 3 Little Birds. | **Success Criteria.**  Play the song Gotta Be Me by Secret Agent 23 Skidoo. Continue with learning the song Stop! by Joanna Mangona. To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | | **Success Criteria.**  Play the song Radetzky March by Strauss. Continue with the song Stop! by Joanna Mangona.  To listen to and follow musical instructions from a leader.  To rehearse and perform their part within the context of the Unit song.  Recognise the use of aural memory and ability to use control and expression. | **Success Criteria.**  Play the song Can’t Stop The Feeling! By Justin Timberlake.  Learn the skill of improvising. Enjoy playing and notice what happens in the music when we improvise. | **Success Criteria.**  Play the song - Libertango by Astor Piazzolla.  Play Stop! by Joanna Mangona. Sing the song and play your instruments following the leader instructions.  Work as a class to compose a simple piece of music, children learning about the shape of a melody. By keeping the composition simple children will be able to play their music on their instruments.  Complete with an in-class finale performance of what has been learnt. Reflect on the use of instruments as children develop composition and confidence in composing. | **Success Criteria.**  - Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas. Children to use their body to find the pulse and be able to answer questions as a focus. How are the songs different, how are they similar?  Continue learning to Sing the Song - Three Little Birds: Sing the song.  Children to reflect what went well and what could have been better.  Prepare to perform to an audience – wither school or ideally for school and parents. |
| See previous terms vocabulary box in this document. | **Vocabulary** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | | | | | | | |

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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 4 | Half term:  Year B  Spring 2 | SCOPE:  The Dragon Song-  Traditional Folk Tune | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | LO: Listen and Appraise (begin to recognise the style indicators of Traditional Folk Tunes)  *(Listen and Appraise is a key feature at the start of each lesson in this block)* | **LO:**  Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | **LO:**  Playing:  To select and learn an instrumental part that matches the musical challenge | **LO:**  Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | **LO:**  Composition:  To understand composition | **LO:**  Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| **Success Criteria.** Listen and Appraise: The Dragon Song. Use your body to find the pulse. Start thinking about the song and be able to answer the following questions:  Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? Developing correct musical language.  Learn to sing 3 Little Birds. | **Success Criteria.**  Play the song Birdsong - Chinese Folk Music Continue with learning the Dragon song.  To sing in unison and to sing backing vocals.  To enjoy exploring singing solo and in the chorus  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | **Success Criteria.**  Play the song Vaishnava Jana.  Continue learning The Dragon Song.  To listen to and follow musical instructions from a leader.  To rehearse and perform their part within the context of the Unit song.  Recognise the use of aural memory and ability to use control and expression. | **Success Criteria.**  Play the song - A Turkish Traditional Tune. Then continue learning the Dragon Song.  Learn the skill of improvising. Enjoy playing and notice what happens in the music when we improvise. | **Success Criteria.**  Aitutaki Drum Dance Play the Dragon Song.  Continue learning the Dragon Song. Sing the song and play your instruments following the leader instructions.  Work as a class to compose a simple piece of music, children learning about the shape of a melody. By keeping the composition simple children will be able to play their music on their instruments.  Complete with an in-class finale performance of what has been learnt. Reflect on the use of instruments as children develop composition and confidence in composing. | **Success Criteria.**  Play Zebaidir Song Then continue the Dragon Song  Children to use their body to find the pulse and be able to answer questions as a focus. How are the songs different, how are they similar?  Continue learning to Sing the Song - Three Little Birds: Sing the song.  Children to reflect what went well and what could have been better.  Prepare to perform to an audience – wither school or ideally for school and parents. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | | | | | | |

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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 4 | Half term:  Year B  Summer 1 | SCOPE:  Bringing us together | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | LO: Listen and Appraise (begin to recognise the style indicators of Disco Music)  *(Listen and Appraise is a key feature at the start of each lesson in this block)* | **LO:**  Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | **LO:**  Playing:  To select and learn an instrumental part that matches the musical challenge | **LO:**  Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | **LO:**  Composition:  To understand composition | **LO:**  Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| **Success Criteria.** Listen and Appraise - Bringing Us Together by Joanna Mangona and Pete Readman. Use your body to find the pulse. Start thinking about the song and be able to answer the following questions:  Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? Developing correct musical language.  Learn to sing 3 Little Birds. | **Success Criteria.**  Play the song Good Times by Nile Rodgers Continue with learning the song by Bringing us together. To sing in unison and to sing backing vocals.  To enjoy exploring singing solo and in the chorus  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | **Success Criteria.**  Play the song Ain’t Nobody by Chaka Khan. To listen to and follow musical instructions from a leader.  To rehearse and perform their part within the context of the Unit song.  Recognise the use of aural memory and ability to use control and expression. | **Success Criteria.**  Play the We Are Family by Sister Sledge  Learn the skill of improvising. Enjoy playing and notice what happens in the music when we improvise. | **Success Criteria.**  Play the song Ain’t No Stopping Us Now by McFadden and Whitehead.  Sing the song and play your instruments following the leader instructions.  Work as a class to compose a simple piece of music, children learning about the shape of a melody. By keeping the composition simple children will be able to play their music on their instruments.  Complete with an in-class finale performance of what has been learnt. Reflect on the use of instruments as children develop composition and confidence in composing. | **Success Criteria.**  Play the song Car Wash by Rose Children to use their body to find the pulse and be able to answer questions as a focus. How are the songs different, how are they similar?  Continue learning to Sing the Song – Bringing Us Together, Sing the song.  Children to reflect what went well and what could have been better.  Prepare to perform to an audience – wither school or ideally for school and parents. |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo | | | | | | |

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| **Pendeen Modern MUSIC SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  4 | Half term:  Year B  Summer 2 | SCOPE: | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Reflect upon previous units of learning. | | | | | | |