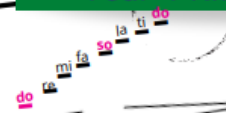


# Model Music Curriculum Year 4 Knowledge Organiser

## Singing

- Unison songs with the range of an octave (do-do), with some leaps in the melody
- Follow directions for getting louder (**crescendo**) and (**decrescendo**)
- **Rounds** and **partner songs** in different time signatures (2, 3 and 4 time) A simple second part introduces vocal harmony
- Perform a range of songs in school assemblies



## Listening

- Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are **listening to**, **singing** and **playing**.
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.

## Composing

- **Improvise** on the instrument being learnt, making decisions about the structure
- Create short **pentatonic** phrases using a limited range of 5 pitches suitable for the instruments being learnt.
- Use rhythm cards to create sequences of 2-, 3- or 4-beat phrases, arranged into bars



Introduce **major** and **minor** tonality  
 Compose music to create a specific mood  
 Capture and record creative ideas in a variety of ways; **graphic symbols**, **rhythm** and **staff notation**, **technology**

## Performing

- Develop facility in the basic skills of a selected musical instrument. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.
- Play and perform melodies following **staff notation** using a small range (e.g. C-G/**do-so**)
- Copy short, melodic phrases
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.

## Notation

Staff notation - music written on a STAVE (5 lines and 4 spaces)

Time signature

do C, re D, mi E, fa F, so G

Rhythmic score

2 beats, 1 beat, half a beat each

minim, crotchet, quavers