



Pinner Wood School



Year Group	4	Term	Spring	Subject	Music	Topic	Rap
						Key Question	
Prior Learning and other Curriculum Links	<p>Year 1: I can discuss feelings and emotions linked to different genres of music</p> <p>Year 2: I can begin to describe a piece of music using my key vocabulary</p> <p>Year 3: - I understand that improvisation is when a composer makes up a tune within boundaries - I can compose a simple piece and write it down then perform it - I am developing my understanding of written notation including crotchets and rests</p>				Target Tracker statements (Skills)	<ul style="list-style-type: none"> • Find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing in unison with an awareness of being in tune, of other singers in the group and a song's mood • Follow the directions of a musical leader and sing a pop ballad from memory • Play 2 note instrumental parts accurately and in time, both by ear and from notation (C + D) • Improvise using instruments within the context of a song (1 or 2 given notes: C + D) • Compose a melody using simple rhythms (based around 3 notes: C + D+ E) • Identify the structure of a pop ballad • Identify the instruments and voices used in a pop ballad (strings, piano, guitar, bass, drums) • Identify some of the style indicators of pop ballads • When listening to a song, comment on tempo, dynamics and texture • Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting • Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions • Appraise a performance, discussing what went well and how it could be improved • Discuss music using musical term 	

Fundamentals	<p>Listen: To use musical language to appraise a style of music. Copy increasingly difficult rhythms using body percussion and untuned instruments. Recognise a range of instruments and their sounds and explore a range of musical styles and know their style indicators.</p> <p>Understand: I understand and can explain the definitions of key musical vocabulary taught up until now.</p> <p>Appraise (oracy): I can appraise linking to key vocabulary and musical terms and explain my favourite music genre and why</p> <p>Perform: To perform and plan performances in solo and ensemble contexts with growing confidence and precision.</p> <p>Improvise: To improvise for a range of purposes</p> <p>Compose: To compose for a range of purposes</p> <p>Notation: To develop understanding of written notation focusing on minims and quavers and notation previously taught in Y3.</p>	Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> - How to appraise a rap song. - To understand tempo, dynamics, pulse and pitch. - Compare and contrast rap songs with other genres of music using musical vocabulary. - Understand what a rap song is. - Know that a crotchet is 1 beat. - Know that a quaver is half a beat. - Know that a minim is 2 beats. - To recognise a rest symbol. - To be able to find D, E and F on a glockenspiel.
Our Curriculum Journey	<p>Journey: The children will begin the topic of grime by listening to the rap song 'Stop!' by Joanna Mangona. They will then appraise using musical terminology. Moving on, they will compare this song to a variety of pieces from different genres before moving onto music making focussing on improvisation, composing along to the song and performing their own music.</p>		
Key Vocabulary (revisited)	<ul style="list-style-type: none"> - Composition - Crotchets - Rests 	Key Vocabulary (new)	<ul style="list-style-type: none"> - Quavers - Musical styles - Body percussion - Challenging rhythms - Untuned instruments - Tuned instruments - Solo - Ensemble - Formal written notation - Minims