

Music – Year 4		
<b>Autumn 1</b>		
<b>Poetry – performance</b>	<ul style="list-style-type: none"> <li>• Compose is to write or create a piece of music.</li> <li>• Singing is to perform songs or tunes with our voices.</li> <li>• Solo is when someone sings or plays an instrument on their own.</li> </ul>	
<b>Environment – composition</b>	<ul style="list-style-type: none"> <li>• Timbre is the quality of the sound of a voice or instrument.</li> <li>• Improvise is to create a performance without preparation.</li> <li>• Compose is to write or create a piece of music.</li> </ul>	
<b>Autumn 2</b>		
<b>Christmas concert Performance</b>	<ul style="list-style-type: none"> <li>• Recorded music is music that has been recorded by a live artist or band and then played back.</li> <li>• Live music is music that is performed in front of an audience.</li> <li>• Singing is performing songs or tunes using your voice.</li> <li>• Solo is when someone sings or plays an instrument on their own.</li> <li>• An ensemble is when a group of people perform together.</li> </ul>	
<b>Spring 1</b>		
<b>Sound - Exploring sounds</b>	<ul style="list-style-type: none"> <li>• Tuned instrument is an instrument that plays set notes e.g. piano.</li> <li>• Untuned instrument is an instrument that does not play set notes e.g. drums.</li> <li>• Live music is music that is performed in front of an audience.</li> <li>• Singing is to perform songs or tunes with our voices.</li> </ul>	
<b>Building – Beat</b>	<ul style="list-style-type: none"> <li>• Rhythm is the music’s pattern in time (counted).</li> <li>• The structure of a piece of music is how it’s put together.</li> </ul>	
<b>Spring 2</b>		
<b>Ancient Worlds- Structure</b>	<ul style="list-style-type: none"> <li>• Singing is to perform songs or tunes using our voices.</li> <li>• Rhythm is the music’s pattern in time (counted).</li> <li>• Pitch is how high or low a sound is.</li> </ul>	
<b>Around the World - Pitch</b>	<ul style="list-style-type: none"> <li>• Tuned instrument is an instrument that plays set notes e.g. piano.</li> <li>• Untuned instrument is an instrument that does not play set notes e.g. drums.</li> <li>• Pitch is how high or low a sound is.</li> <li>• Musical notation is using symbols to express notes to record music in writing.</li> </ul>	
<b>Summer 1</b>		
	<b>Musical Learning</b>	<b>Key Musical Vocabulary</b>
<b>S2: Composing with Colour</b>  <b>Creating music inspired by colour and art,</b> <small>composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.</small>	<ul style="list-style-type: none"> <li>• Create short sounds inspired by colours and shapes.</li> <li>• Understand timbre and texture.</li> <li>• Structure musical ideas into a composition.</li> <li>• Create and read graphic scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Timbre: the specific quality of each sound (often described as the ‘colour’ of the sound).</li> <li>• Dynamics: volume, loud and quiet.</li> <li>• Rhythm: a pattern of notes with different durations.</li> <li>• Texture: the way sounds are combined.</li> <li>• Other: Suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).</li> </ul>
<b>Summer 2</b>		
	<b>Musical Learning</b>	<b>Key Musical Vocabulary</b>
<b>Spain</b>	<ul style="list-style-type: none"> <li>• Play repeating rhythmic patterns.</li> <li>• Count musically.</li> <li>• Invent a melody.</li> <li>• Fit two patterns together.</li> </ul>	<ul style="list-style-type: none"> <li>• Duration: triplets (a rhythm made of three beats filling the space usually taken by two).</li> <li>• Pitch: melody (a musical sentence).</li> </ul>

	<ul style="list-style-type: none"><li>• Structure musical ideas into our own compositions.</li></ul>	<ul style="list-style-type: none"><li>• Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).</li></ul>
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