

Music – Year 3/4 Cycle A – Year 4 Units

| | | Key Vocabulary |
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| <p>Autumn 1 – Playing With Rhythm – playing together and rhythmic structures</p> | <p>Substantive knowledge</p> <p>To understand and identify pulse, tempo, and metre (e.g. the first beat in 3/4 and 4/4 time).</p> <p>To recognise, read, and perform rhythms accurately using body percussion and instruments.</p> <p>To know and use vocabulary for different tempos in music.</p> | <p>Core Beat, Pulse, Copy, Rhythm, Duration</p> |
| | <p>Disciplinary Skills</p> <p>To perform rhythmic actions and accompaniments to a steady pulse, maintaining ensemble skills.</p> <p>To copy, create, and improvise call-and-response rhythmic patterns.</p> <p>To compose and perform rhythmic patterns at different tempos and in different metres.</p> | <p>Essential Semibreve; Minim; Crotchet; Quaver; Bar; Call and response; ¾ time signature; Waltz</p> |
| | | <p>Desirable Faster / Slower; Lento; Adagio; Andante; Moderato; Presto; Accelerando; Rallentando</p> |
| <p>Autumn 2 – Playing With Rhythm – playing together and rhythmic structures</p> | <p>Substantive knowledge</p> <p>To recognise and define different note values (minims, crotchets, quavers) and understand their duration in relation to pulse.</p> <p>To identify how the dimensions of music (rhythm, timbre, texture) are used to create mood, atmosphere, and style (e.g. samba, rap, string family).</p> <p>To identify and select instruments based on their timbre, including recognising families such as strings and percussion.</p> | <p>Core Pulse; Beat; Rhythm; Semibreve; Minim; Crotchet; Quaver; Rest; Repeat; Time signature</p> |
| | <p>Disciplinary Skills</p> <p>To perform rhythms accurately and in time, both individually and in ensembles, including polyrhythms.</p> | <p>Essential Tempo; Dynamics / Soft / Piano; Timbre; Articulation / Legato; Tonality / Minor; Triad; Graphic notation; Middle-8; Ostinato; Notation / Rhythm grid</p> |
| | | <p>Desirable Samba; Polyrhythmic; Layers; Beatbox</p> |

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| | <p>To compose and improvise rhythmic patterns, accompaniments, and raps, using notation and vocal/instrumental techniques such as beatboxing.</p> <p>To listen critically, internalise pulse, and maintain independent parts while performing within a group.</p> | |
| <p>Spring 1 - Musical contrasts</p> | <p>Substantive knowledge</p> <p>To recognise and recall the instruments of the four orchestral families: strings, woodwind, brass, and percussion.</p> <p>To identify and describe different timbres (e.g. metallic, wooden, high/low pitched, tuned/untuned percussion).</p> <p>To begin to recognise major and minor tonalities and chords.</p> <p>Disciplinary Skills</p> <p>To listen for and recall the structure of a piece of music.</p> <p>To use appropriate timbres and dynamics on instruments to compose (e.g. a journey soundscape).</p> <p>To perform musically with others through call-and-response and chordal accompaniment.</p> | <p>Core Compose, Percussion, Strings, Timbre</p> <p>Essential Articulation, Orchestra, Conductor, Improve, Woodwind, Brass</p> <p>Desirable Legato, Staccato</p> |
| <p>Spring 2 - Musical contrasts</p> | <p>Substantive knowledge</p> <p>To recognise and describe articulation (staccato/legato), dynamics, pitch, tempo, and timbre using appropriate musical vocabulary.</p> <p>To identify and recall musical structures such as AB and rondo.</p> <p>To understand how musical elements can be varied to create contrast and expression.</p> <p>Disciplinary Skills</p> | <p>Core Pitch, Timbre,</p> <p>Essential Tempo, Rondo, AB structure, Instrumental, Contrast, Expression</p> <p>Desirable Rollentando, Lento, Presto</p> |

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| | <p>To perform and improvise as part of an ensemble, leading or following as required.</p> <p>To compose music with contrasting sections, applying knowledge of structure and musical elements.</p> <p>To interpret and perform using graphic scores and other forms of notation.</p> | |
| <p>Summer 1 – Melody Builders – exploring melodies and song structures</p> | <p>Substantive knowledge</p> <p>To recognise and describe the direction of pitch and changes in melody using appropriate musical vocabulary.</p> <p>To understand and identify scales, including pentatonic, and begin to recognise features of aleatoric music.</p> <p>To recognise how melodies can be used expressively, for example as a call to action.</p> <p>Disciplinary Skills</p> <p>To internalise pitch, rhythm, and melody and perform them with accurate tuning.</p> <p>To represent pitch and melody using actions, staff notation, and other performance directions.</p> <p>To create and perform short pieces, including pentatonic melodies, with accuracy and expression.</p> | <p>Core Loud, Bar, Beat, Crochet, Duration, Longer, Melody, Pitch, Tempo</p> <p>Core Petatonikc, Aleatoric, Melody</p> <p>Essential</p> |
| <p>Summer 2 – Melody Builders – exploring melodies and song structures</p> | <p>Substantive knowledge</p> <p>To understand and use rhythmic notation (crotchets, quavers, minims) and recognise rhythmic syllable patterns in songs.</p> <p>To identify and describe pitch, duration, and texture (e.g. monophonic) using notation and vocabulary.</p> <p>To recognise the structure of songs and recurring patterns in lyrics, rhythm, and rhyme.</p> | <p>Core Syllable, Patterns, Pitch</p> <p>Essential Ensemble, Call and repsonse,</p> <p>Desirable</p> |

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| <p>Disciplinary Skills</p> <p>To perform in time as an ensemble, including call-and-response and simple melodies.</p> <p>To improvise and compose melodic and rhythmic responses, including lyrics within a rhyming scheme.</p> <p>To prepare and present songs for performance, following notation and performance directions.</p> | |
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Music – Year 3/4 Cycle B

| | | Key Vocabulary |
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| Autumn 1 | <p>Substantive Knowledge</p> <p>To recognize and define different note values and their durations.</p> <p>To identify musical characteristics, such as the waltz, and changes in musical texture.</p> <p>To understand pulse and time signatures in various pieces of music.</p> <p>Disciplinary Knowledge</p> <p>To maintain a steady pulse and perform rhythms accurately, individually and in an ensemble.</p> <p>To combine and perform simple rhythm patterns using body percussion or instruments.</p> <p>To develop ensemble skills, including listening, timing, and coordinating with others.</p> | <p style="background-color: #e0e0e0;">Core Pulse; Beat; Rhythm; Tempo; Note values; Duration; Semibreve; Minim; Crotchet</p> <p style="background-color: red; color: black;">Essential Time signature; Four beats in a bar; Three beats in a bar; Rhythm pattern; Conductor; Call and response; Ostinato; On the beat; Off the beat</p> <p style="background-color: yellow;">Desirable Body percussion; Verse; Chorus; Introduction; Instrumental</p> |
| Autumn 2 - | <p>Substantive Knowledge</p> | <p style="background-color: #e0e0e0;">Core Pulse; Beat; Rhythm; Tempo; Fast; Slow; Melody; Solo; Copy; Repeat</p> <p style="background-color: red;">Essential</p> |

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| <p>To identify beats in a bar, including the first beat, and understand time signatures (e.g., 4/4).</p> <p>To recognize musical structures and characteristics, such as call-and-response and disco music.</p> <p>To understand how rhythmic and melodic patterns can be combined and layered, including ostinato and graphic scores.</p> <p>Disciplinary Skills</p> <p>To perform and create rhythmic patterns, including call-and-response, ostinato, and accompaniments.</p> <p>To compose and improvise using rhythm, melody, dynamics, timbre, and tempo, including graphic scores.</p> <p>To develop ensemble skills by performing parts accurately, layering rhythms, and listening to others.</p> | <p>Call and response; Echo; Lyrics; Forte / loud; Piano / soft/quiet; Crescendo / getting louder; Diminuendo / getting softer; Four-beat pulse; Notation; Graphic score</p> <p>Desirable</p> <p>Improvise; Timbre; Soft/hard/metallic/wooden/wind; Allegro; Adagio</p> |
| <p>Spring 1</p> | <p>Substantive Knowledge</p> <p>To recognize and define different dynamic levels using musical vocabulary.</p> <p>To identify and describe the inter-related dimensions of music.</p> <p>To identify instruments and their timbres, including those used in samba music.</p> <p>Disciplinary Skills</p> <p>To control dynamics in performance.</p> <p>To perform and improvise rhythms and sound effects using body percussion, voices, and instruments.</p> <p>To select appropriate instruments and perform simple samba rhythms as part of an ensemble.</p> |
| <p>Core</p> <p>Dynamics; Tempo; Fast; Slow; Loud / forte; Soft / piano; Crescendo; Diminuendo; chorus</p> <p>Essential</p> <p>Pianissimo (pp); Mezzo piano (mp); Mezzo forte (mf); Fortissimo (ff); Decrescendo; Accelerando; Rallentando; Staccato; Legato</p> <p>Desirable</p> <p>Baroque</p> | |

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| <p>Spring 2 -</p> | <p>Substantive Knowledge</p> <p>To recognize and define different dynamics, articulation, and timbres in music.</p> <p>To use musical vocabulary to describe sounds and their effects.</p> <p>To understand how layers of sound and inter-related musical dimensions create intended effects.</p> <p>Disciplinary Knowledge</p> <p>To perform using varied dynamics, articulation, timbre, and tempo.</p> <p>To improvise and create sounds in response to a stimulus or within a structure.</p> <p>To create, follow, and combine musical layers or graphic scores to tell a musical story.</p> | <p>Core</p> <p>Dynamics; forte; piano; Crescendo; Diminuendo; Staccato; legato, structure</p> <p>Essential</p> <p>Articulation; Slur; Timbre; Musical layers; Improvise; Tone; Atmosphere</p> <p>Desirable</p> <p>Shrill, harsh, bright</p> |
| <p>Summer 1</p> | <p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and describe changes in pitch, including high-, mid- and low-pitched sounds. To understand and use pitch notation and graphic representations to represent melodies. To understand the pentatonic scale and how it can be used in singing and improvisation. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> To pitch-match and sing accurately with control of dynamics, articulation, and timbre. To recall, imitate, and perform sequences of pitches and melodies. To compose and improvise melodies using rhythm and the pentatonic scale. | <p>Core</p> <p>Pitch; High / higher; low / lower; Ascending; Descending; Melody; Solo</p> <p>Essential</p> <p>Articulation; legato; staccato; forte; piano; Crescendo; Diminuendo; Notation; Order; sequence</p> <p>Desirable</p> <p>Melodic contour; Texture; Monophonic; Encore; Syllable</p> |
| <p>Summer 2 -</p> | <p>Substantive Knowledge</p> <ul style="list-style-type: none"> To recognise and play the pentatonic scale and understand its use in melodies. | <p>Core</p> <p>Melody; Rhythm; Tempo; Pulse; piano; rest; Crotchet; Quaver; Minim</p> <p>Essential</p> |

- To understand and use rhythmic notation, including crotchets, quavers, and minims.
- To understand how melodies, harmonies, and ostinatos can be combined to create musical effects.

Disciplinary Knowledge

- To improvise and compose melodies, including using the pentatonic scale to reflect mood.
- To perform melodic and rhythmic parts accurately and in time, individually and in an ensemble.
- To maintain a part and perform simple harmonies and ostinato accompaniments within a group.

Pentatonic scale; Dynamics; Ostinato; Pattern; Verse; Harmony; Minor

Desirable

Soprano; Alto; Tenor; Bass; Improvise