

## Y4 Music – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 4 Music planning placed in context of long-term knowledge and skill growth.

### Rationale:

Children entering Y4 will have a secure knowledge of the work of a range of artists, music genres and will be able to express an opinion about their style. During Y4 children will enjoy taking part in group activities where they can sing and play a musical instrument. They should know how to use the instrument safely and should understand the importance of good posture when playing the instrument. They should be able to perform simple rhythmic and melodic patterns on their instrument and understand tempo and pulse and be able to maintain a rhythmic pattern in ensemble. They should be able to recognise and play pieces with 5 notes in. Every child should be encouraged to perform.

### Y4: Term 1

#### Key Knowledge, building on previously taught skills:

- A clear understanding of good posture - how to sit and hold the guitar correctly and safely, in play and rest positions;
- Use the correct right-hand and left-hand techniques such as marching fingers, arched wrist, thumb resting on string 6, and using the correct fingers on the left hand for fretted notes;
- Introduce notation – standard and tablature
- Introduce chord charts, and learn a basic chord
- Use and demonstrate rhythm cards - crotchet, quavers, minim and semibreve
- Introduce musical words, such as pulse, and explain/demonstrate its importance when playing in a big group;
- Have a clear understanding of repeat signs, bar lines, time signatures and rest symbols within a piece of music;
- Play the open treble strings fluently;
- Learn fretted note 'A' (string 3, fret 2); DMS First Access Scheme of Work - Guitar Page 3
- Be able to play pieces of music using up to 4 notes – E,B,G and A;
- Set aside some time for the children to show their skills to the class through performance.

#### Key Discussion Points:

- How do we hold the instrument correctly?
- Why is important to have good posture?
- Show me the correct resting position.
- What is a rhythm? Can you copy/ create a rhythm?
- Why is the pulse important when performing?
- Can you follow a piece of music?

### Y4: Term 2

#### Key Knowledge, building on previously taught skills:

- New fretted notes, such as C and D;
- Learning about music in different time signatures;
- Introducing new rhythms, such as quavers and dotted rhythms;
- Developing repertoire using all the notes such as G, A, B, C, D, and E;
- Introducing the use of percussion instruments;
- Letting children have freedom to improvise with the music notes that know;
- Encouraging the children to write their own music (composition)

#### Key Discussion Points:

- Can you identify the different notations?
- Show me how to hold the guitar correctly.
- Show me the correct resting position.
- Can you follow a piece of music?
- Which notes can you identify?
- What is the correct notation?

<ul style="list-style-type: none"> <li>• Learning basic chords, and use these to accompany singing;</li> <li>• Allowing the children to take it in turns to conduct the class, by counting in correctly and keeping the pulse and tempo;</li> <li>• Learning dynamics and basic Italian words, such as Piano/Forte and demonstrate this with a piece of music the class are all familiar with;</li> <li>• Encouraging all students to show the class their favourite piece on the instrument, making sure to include every child in the class. (Performance)</li> </ul>	
---	--

**Y4: Term 3**

<p><b>Key Knowledge, building on previously taught skills:</b>  Re-cap on the main features from previous terms such as;</p> <ul style="list-style-type: none"> <li>• class rules and safety;</li> <li>• good posture - sitting with the guitar on the left leg and remembering both playing and rest position;</li> <li>• right-hand and left-hand techniques;</li> <li>• music notation;</li> <li>• rhythm cards and clapping games;</li> <li>• reiterate musical vocabulary such as pulse, tempo, rhythm;</li> <li>• play through and re-cap on the pieces of music from last term;</li> <li>• show confidence playing a mixture of different rhythms;</li> <li>• continue using percussion instruments;</li> <li>• allow the children to take it in turns to conduct the class, by counting in correctly and keeping the pulse and tempo;</li> <li>• encourage all students to show the class their favourite piece on the instrument. Try to include every child in the class. (Performance)</li> </ul>	<p><b>Key Discussion Points:</b>  Show me good posture for the guitar.  When should we use our resting position?  Why is it important to understand the pulse?  Can you identify the different notation?  Can you follow a piece of music?  Why should we keep the same tempo?  Which is your favourite musical piece and why?</p>
--	--

**Y4: End of year performance to parents and school.**