

ACET Junior Academies'

Scheme of Work for music Year 4

- Whole class outcome
 - Challenge outcome
- **Previously taught objective**



Enquiry	Musical Skill	Key Concept	Outcome
Unit 1 - Imperium Romanum			
E1 - How to sing accurately together?	<ul style="list-style-type: none"> • Sing in a group with increasing accuracy. • Listen with attention to detail. • Follow lyrics and melody to perform a song. 	Vocal warm ups Call and response Lyrics Sheet music Backing track Pitch Tempo	Singing <ul style="list-style-type: none"> • Sing a broad range of unison songs with the range of an octave (do-do). • Sing rounds and partner songs in different time signatures (2,3 and 4 time) <ul style="list-style-type: none"> ○ Perform a range of songs in school assemblies. Listening <ul style="list-style-type: none"> • Listen to recorded performances and live music.
E2 - What is a musical motif?	<ul style="list-style-type: none"> • Identifying motifs aurally. • Playing a repeated pattern on a tuned instrument. 	Repeating patterns Ostinato Motif	Improvise <ul style="list-style-type: none"> • Begin to make compositional decisions about the overall structure of improvisations. Compose <ul style="list-style-type: none"> • Sing and play these phrases as self-standing compositions Reading notation <ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat.

<p>E3 - How to create and record a motif?</p>	<ul style="list-style-type: none"> • Experimenting with and creating a motif. • Performing a motif with confidence and accuracy. • Using notation in different forms to record composition. 	<p>Motif Mosaic Letter notation Graphic notation Standard staff notation Rhythm Pitch Crotchets Minims Semi-breve Quaver</p>	<p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars. <ul style="list-style-type: none"> ○ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups. <p>Reading notation</p> <ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat
<p>E4 - How to develop a musical motif?</p>	<ul style="list-style-type: none"> • Transposing a motif, using sharps and flats where necessary. • Adapting the rhythm to change a motif. 	<p>Motif Transposing Sharps and flats Rhythm Pitch Change Adapt</p>	<p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars. <ul style="list-style-type: none"> ○ Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. <p>Musicianship</p> <p>Instrumental performance</p>

			<ul style="list-style-type: none"> Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups. <ul style="list-style-type: none"> Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> Follow and perform simple rhythmic scores to a steady beat <ul style="list-style-type: none"> Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
<p>E5 - How to combine different versions of a motif?</p>	<ul style="list-style-type: none"> Combine different versions of a musical motif. Perform as a group using musical notation. 	<p>Motif Transposing Sharps and flats Rhythm Pitch Change Adapt</p>	<p>Compose</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars. <ul style="list-style-type: none"> Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups. <ul style="list-style-type: none"> 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. Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> Follow and perform simple rhythmic scores to a steady beat

			<ul style="list-style-type: none"> ○ Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Introduce and understand the differences between minims, crotchets, paired quavers and rests.
Unit 2 - South America			
E1 - What is Samba Music?	<ul style="list-style-type: none"> • Listen and describe the music they have heard. • Appreciate what music is used and why - culture and tradition. • Identify the main features of a style of music - samba. 	<p>Samba Brazil Instruments Structure Texture Dynamics Carnival</p>	<p>Singing</p> <ul style="list-style-type: none"> • <i>Sing a broad range of unison songs with the range of an octave (do-do).</i> • pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). <ul style="list-style-type: none"> ○ Perform a range of songs in school assemblies. <p>Listening</p> <ul style="list-style-type: none"> • Listen to recorded performances and live music.
E2 - What is pulse and rhythm?	<ul style="list-style-type: none"> • Understanding rhythm. • Understanding syncopation looking at on beats and off beats. • Playing syncopated rhythms. • Playing a piece in time with others. 	<p>Syncopation Pulse Rhythm Off beat On beat</p>	<p>Composition</p> <p>Improvise</p> <ul style="list-style-type: none"> • Improvise musical features including smooth (legato) and detached (staccato). <ul style="list-style-type: none"> ○ <i>Begin to make compositional decisions about the overall structure of improvisations</i> <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> • 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.

			<p>Reading notation</p> <ul style="list-style-type: none"> • <i>Follow and perform simple rhythmic scores to a steady beat</i> • <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i>
E3 - What rhythms are used in Samba Music?	<ul style="list-style-type: none"> • Play rhythms accurately and in time. • Perform within a group whilst maintaining an independent part. • Understand syncopation and be able to play a syncopated rhythm. 	<p>Rhythm Syncopation Layering Pulse Beat Metronome</p>	<p>Composition</p> <p>Improvise</p> <ul style="list-style-type: none"> • Improvise musical features including smooth (legato) and detached (staccato). <ul style="list-style-type: none"> ◦ <i>Begin to make compositional decisions about the overall structure of improvisations</i> <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> • 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. <p>Reading notation</p> <ul style="list-style-type: none"> • <i>Follow and perform simple rhythmic scores to a steady beat</i> <p><i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i></p>
E4 - What is rhythmical break?	<ul style="list-style-type: none"> • Composing a rhythmic break within a piece of music. • Playing their break with increasing 	<p>Samba Rhythm Syncopation Leader Rhythmic break</p>	<ul style="list-style-type: none"> • <i>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</i> • <i>Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars.</i> • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.

	<p>accuracy in time with the rest of the class.</p> <ul style="list-style-type: none"> • Playing their break in the correct place in the composition following direction from a leader. 		<ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. <ul style="list-style-type: none"> ○ Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. ○ Introduce major and minor chords. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> • 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. <ul style="list-style-type: none"> ○ Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> • <i>Follow and perform simple rhythmic scores to a steady beat</i> • <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i> • Read and perform pitch notation within a defined range (e.g., C-G/do-so). <ul style="list-style-type: none"> ○ Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
<p>E5 - How to combine different versions of motif?</p>	<ul style="list-style-type: none"> • Combine different versions of a musical motif. • Perform as a group using musical notation. 	<p>Rhythmical break Composing</p>	<ul style="list-style-type: none"> • <i>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</i> • <i>Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases, arranged into bars.</i> • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.

			<ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. <ul style="list-style-type: none"> ○ Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. ○ Introduce major and minor chords. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> • 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. <ul style="list-style-type: none"> ○ Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> • <i>Follow and perform simple rhythmic scores to a steady beat</i> • <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i> • Read and perform pitch notation within a defined range (e.g., C-G/do-so). <ul style="list-style-type: none"> ○ Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
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Unit 3 - Viking Saga Songs			
E1 - Loki the Joker?	<ul style="list-style-type: none"> • Sing in a group with increasing accuracy. • Listen with attention to detail. 	Rhythm Chorus Verse Expression Tempo Pause Dynamics	Singing <ul style="list-style-type: none"> • <i>Sing a broad range of unison songs with the range of an octave (do-do).</i> • <i>pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</i> • Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

	<ul style="list-style-type: none"> Sing with expression to represent mystery and energy. 	Coda Structure	Listening <ul style="list-style-type: none"> Listen to recorded performances and live music.
E2 - Odin, mighty world-creator?	<ul style="list-style-type: none"> Appraise a piece of music and be able to discuss what the sounds represent. Using chanting as a strategy to learn lyrics. Add dynamics to voices to add interest to the performance. Sing melodies with repeating patterns and arpeggios. 	Arpeggios Call and response Introduction Verse chorus Pause Dynamics Echo Structure	Singing <ul style="list-style-type: none"> <i>Sing a broad range of unison songs with the range of an octave (do-do).</i> <i>pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</i> Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Composition Improvise <ul style="list-style-type: none"> <i>Improvise musical features including smooth (legato) and detached (staccato).</i> Begin to make compositional decisions about the overall structure of improvisations Musicianship Instrumental performance <ul style="list-style-type: none"> <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> 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. Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).
E3 - Goblins a go-go!	<ul style="list-style-type: none"> Appraise a piece of music and describe 	Tempo Accelerando Dynamics	Singing <ul style="list-style-type: none"> <i>Sing a broad range of unison songs with the range of an octave (do-do).</i>

	<p>what might be happening.</p> <ul style="list-style-type: none"> Recognise how tempo and dynamics might affect a piece of music. Sing a variety of rhythms including syncopated rhythms. Use inter-related dimensions of music to enhance a performance. 	<p>Crescendo Rhythm Syncopation Pitch Call and response</p>	<ul style="list-style-type: none"> <i>pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</i> <p>Composition</p> <p>Compose</p> <ul style="list-style-type: none"> Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record ideas using technology. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> 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.
<p>E4 - Thor on a journey?</p>	<ul style="list-style-type: none"> Listening to music and identifying instruments used. Describing why certain instruments are used and the effect this has. Use body percussion to create rhythms. Clap word rhythms. 	<p>Instruments Fanfare Body percussion Chorus Melody Verse Coda Scale Pizzicato Pause Tempo Dynamics</p>	<p>Singing</p> <ul style="list-style-type: none"> <i>Sing a broad range of unison songs with the range of an octave (do-do).</i> <i>pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</i> Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies. <p>Composition</p> <p>Compose</p> <ul style="list-style-type: none"> Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.

	<ul style="list-style-type: none"> Learn the structure of a song and how it fits together. Use inter-related dimensions of music to enhance a performance. 		<ul style="list-style-type: none"> Introduce major and minor chords. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> 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. Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i> <i>Read and perform pitch notation within a defined range (e.g., C-G/do-so).</i> Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
E5- Birds of the North?	<ul style="list-style-type: none"> Appraising music to describe how instruments and melodies are used to represent actions. Learn a structure of a song. Sing accurately, keeping in tune with others and singing the 	<p>Arpeggios Rhythm Tempo Phrase Chorus Verse Coda Dynamics Pentatonic Duration</p>	<p>Singing</p> <ul style="list-style-type: none"> <i>Sing a broad range of unison songs with the range of an octave (do-do).</i> <i>pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</i> Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies. <p>Composition</p> <p>Compose</p> <ul style="list-style-type: none"> Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work.

	<p>correct rhythms at the right time.</p> <ul style="list-style-type: none"> • Singing and identifying melodies that rise and fall in a pentatonic way. • Use duration to enhance a performance. 		<ul style="list-style-type: none"> • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. • Introduce major and minor chords. <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> • <i>Play and perform melodies following staff notation using a small range (e.g., Middle C- G/do-so) as a whole-class or in small groups.</i> • 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. • Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). <p>Reading notation</p> <ul style="list-style-type: none"> • <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i> • <i>Read and perform pitch notation within a defined range (e.g., C-G/do-so).</i> <p>Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>
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