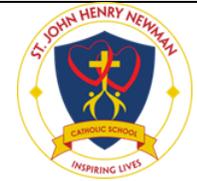




St John Henry Newman Catholic Primary School



Music Curriculum Year 4

Year 2 Curriculum Aims

	Singing	Listening/ Musicianship	Composing	Performing
Autumn 1	<ul style="list-style-type: none"> • The Squirrel - Kodaly • Mrd 1 s 	<ul style="list-style-type: none"> • Focus on 20th Century Jazz • Discover Duke Ellington • Which instruments can make up a jazz band • Does one instrument dominate or not? • What is improvisation? • Focus on 20th Century Jazz • Discover Duke Ellington and Ela Fitzgerald • What do you notice about the music? • What is scat in singing? 	<ul style="list-style-type: none"> • Learn to draw the stave and the treble clef • Understand basic notation • Write some words on the stave in notation • Create a small tune without time signature 	<ul style="list-style-type: none"> • Perform “Summertime” on boomwhackers as a class ensemble • Recorder • Carousel • London’s Burning • Notes D (low), G, A, B, C, D (high) • Stave, treble clef, bar lines, double bar line, 3 time, crotchets, quavers, minims.

		<ul style="list-style-type: none"> • Talk about some basic elements of jazz music • Focus on 20th Century Jazz • Discover Sarah Vaughan • Discover the song “Summertime” • Boomwhack as a class ensemble the song “Summertime” 		
Autumn2	<ul style="list-style-type: none"> • We will Rock you • Living on a Prayer • All I want for Christmas is you • We wish you a Merry Christmas • All night, all day- Kodaly • S, m, r, d, l, s 	<ul style="list-style-type: none"> • Introduction to the musical genre “Rock Music” • Explore the evolution of rock music • Explore the history behind the development of rock music • Analyse the evolution over time of instruments used, costumes and stagecraft in rock music • Discuss the musical interpretation of rock music in terms of self-expression 	<ul style="list-style-type: none"> • Create a group ensemble to “We will Rock you” • Explore the use of 4/4 time in rock music • Use music theory to work out the notation to a piece of Christmas music 	<ul style="list-style-type: none"> • Perform as a group ensemble “we will rock you” • Perform a group boomwhacking activity to rock music, Bon Jovi “Living on a Prayer” • Perform a Christmas boomwhacking activity • Mariah Carey, All I want for Christmas • Perform a group ensemble to “We wish you a merry Christmas”

- Create a group ensemble to rock music, Queen “We will rock you”
- Discuss the use of 44 time in rock music. Common time and what this means.
- Co-ordinate instrumental playing and aural listening to accompany a track.
- Create a group boomwhacking activity to rock music, Bon Jovi “Living on a Prayer”
- Discuss the use of 44 time in rock music. Common time and what this means.
- Co-ordinate instrumental playing and aural listening to accompany a track.
- Play and keep to a pulse
- Enhance group ensemble skills through cooperation and playing together
- Christmas boomwhacking activity
- Mariah Carey, All I want for Christmas
- Keep time to a backing track

- This Old Man Descant recorder
- Notes D, C, B, A, G. Stave, treble clef, 44 time, bar line, double bar line.

		<ul style="list-style-type: none"> • Coordinate and use aural skills to keep the pulse and play together as an ensemble • Work out as a class the notation to a piece of Christmas music • Play the notation on tuned percussion • Work out as a class the tune • Perform together as a group • Working as an ensemble to enhance notation reading and ensemble skills 		
<p>Spring 1</p>	<p>I'm gonna sing – Kodaly S mrd l s</p>	<ul style="list-style-type: none"> • Introduction to the genre “classical music” • Listen to some tracks highlighting a brief evolution of classical music • Explore, the instruments that are used, the sound that is created/ the style, the type of group that is playing. • Discuss the difference between a symphony and a concerto. 	<ul style="list-style-type: none"> • Create a class improvisation on the theme of the Lark Ascending. • Revision of the notes of the staff with lines and spaces. • Create a class tune in notation. • Aim to play the tune as a class. 	<ul style="list-style-type: none"> • Perform a class improvisation on the theme of the Lark Ascending. • Carousel • Treble Recorder • Explore the different fingering system of the treble recorder • Work to create a group harmony piece “treble trouble” • Descant recorder

- Enhance aural understanding of different styles of classical music.
- Explore the role of the orchestra in classical music.
- Which instruments are used?
- How is the orchestra organised?
- Explore the role of the choir in classical music.
- What are the differences in the voices?
- How is the choir organised?
- How can the choir and orchestra together enhance the sound of classical music?
- Explore where we can hear classical music today?
- Discover classical music in films, television and radio.
- Analyse what classical music can be used for today.
- Find out that classical music can be used in many different settings in our day to day lives.

- Happy Birthday
- Notes D (low), E, F sharp, G, A, B, C, D (high), 3/4 time, stave, bar lines, double bar lines, treble clef, sharp sign

		<ul style="list-style-type: none"> • Explore a classical piece of music and the composer • Focus on the Lark Ascending by Vaughan Williams • Discover about the life of Vaughan Williams and what the Lark Ascending is about. • Learn about which instruments play in the piece and what a solo is. • Create a class improvisation on the theme of the Lark Ascending. • Revision of the notes of the stave with lines and spaces. • Create a class tune in notation. • Aim to play the tune as a class. 		
<p>Spring 2</p>	<ul style="list-style-type: none"> • Dancing Queen • Mamma Mia • Solfa scale • I had me a bird- Kodaly • D' ls mrd • 	<ul style="list-style-type: none"> • Focus on the music genre "pop" • Discover the evolution of pop bands through time. • Analyse the changes in instrumentation, style and stagecraft. • Discover how sound recording and the delivery of pop music has changed over time. 	<ul style="list-style-type: none"> • Using solfa, create the tune to Mamma Mia • Sing the solfa through the use of the steps. • Can you give each step a name? • Put the tone bars in order of the scale 	<ul style="list-style-type: none"> • Perform "Dancing Queen" as an ensemble with boomwhackers. • Perform Mamma Mia with tone bars as an ensemble • Carousel • Treble Recorder

		<ul style="list-style-type: none"> • Examine a vinyl LP and single, cassettes and CD. • How is music available today? • Look at the role of the sound engineer. • Observe the introduction of the music video. • Focus on pop music • Focus on the band ABBA • Learn about the history of the band ABBA • Observe why the band is so “pop”ular • Analyse the style and stagecraft of the band • Look at the instruments and how the band sings together. • How is the band still performing today? • Group ensemble activity • Listen carefully and cooperate together to boomwhack to “Dancing Queen” by ABBA • Focus on keeping the pulse to the track, coordinate carefully your part with the boomwhacker. • Sing the solfa scale 	<ul style="list-style-type: none"> • Work out the tune to mamma mia by using the solfa guidance. • Give out instruments and add percussion. Can we make a class ensemble? Practise and perform. 	<ul style="list-style-type: none"> • Explore the different fingering system of the treble recorder • Work to create a group harmony piece “treble trouble” • Descant recorder • Clementine
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		<ul style="list-style-type: none"> • Order the notes on the “steps” • Place the tone bars in order according to the solfa scale • Work out the tune to Mamma Mia by using solfa • Create a class ensemble to Mamma Mia 		
<p>Summer 1</p>	<ul style="list-style-type: none"> • Mama, would you buy me a banana? • Twinkle Twinkle Little Star instant opera • The Children’s Chorus Carmen • The market square soundscape • Habanera • Ah poor bird 	<p>Resources from the Royal Opera House National Schools Programme</p> <ul style="list-style-type: none"> • In this five-lesson course, introduce your class to the story of Carmen, learn songs from the opera, explore the basics of dramatic singing technique and stage a scene. Participation in the course also offers the following curriculum links • play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • The market square improvisation • Create Habanera building blocks • Staging improvisation • Characterisation improvisation 	<ul style="list-style-type: none"> • Putting it all together • Some key considerations: • What ingredients do we have? <ul style="list-style-type: none"> — Warmup songs including 'Mama, would you buy me a banana?'; 'Ah, poor bird!' — The market soundscape – sung — A series of tableaux — Don't copy me — The Children's Chorus / Habanera • Do we want to add / "edit" any of the sung/dramatic material? • How should we sequence the material? • How do we transition from one thing to the next? • Do we want to add props, lighting, costume, creative

		<ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory. • To find out about opera. • To generate excitement for the programme and to frame the parameters. • To learn how to warm up your voice. • To learn the 'Children's Chorus' from <i>Carmen</i>. • Carmen: The whole story • In this lesson we will meet the three main characters who feature in this version of Carmen and learn the plot of the opera. There should also be time to recap 'The Children's Chorus' from week one. • Learn the plot of <i>Carmen</i> and meet the characters. • Begin to experiment with the plot to create a character. 		<p>responses, poetry as script (etc)?</p> <ul style="list-style-type: none"> • Ultimately, this is your production and so you should feel empowered to have creative agency. • Create a class performance on the theme of Carmen • Carousel • Treble Recorder • Explore the different fingering system of the treble recorder • Work to create a group harmony piece "treble trouble" • Descant recorder • Clementine
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		<ul style="list-style-type: none">• Revise 'The Children's Chorus' and the warm up learnt in the last lesson.<ul style="list-style-type: none">• Carmen's big aria: Habanera This lesson focusses on exploring the second of the six plot points, and also on the 'Habanera', which is one of Carmen's big songs.• Learn Carmen's main song 'Habanera'.• Explore the use of vocal quality to create character.• Explore Plot Point 2 – The free bird has been caged.<ul style="list-style-type: none">• Momentum and pacing By now you have learned a lot of material, so this lesson is a chance to make sure everyone is clear on the plot so far, and to rehearse some of the things you have already learned. Focus on recapping/rehearsing material from earlier in the process. If you have more time, go back and do one of the extension exercises		
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provided from the earlier lessons to develop one of those sections further. There is also an extension exercise based around fate, which explores this part of the plot in more detail.

- Revise and refine the two *Carmen* songs.
- Revise and refine the dramatic interpretation the class has created for these pieces.
- Create a soundscape to connect the story between Plot Points 1 and 2.
- Putting it all together
- The moment has come to put your piece together. There is no new material to learn this lesson, but there are lots of decisions to make.
- Outcomes
- Revise all songs.
- Complete a staggered run of your version of

		two items from <i>Carmen</i> joined by the soundscape.		
Summer 2	<ul style="list-style-type: none"> Joseph and the amazing technicolour dreamcoat- Jacob and Joseph's coat 	<ul style="list-style-type: none"> Focus on the musical genre "Musical theatre" Focus on the musical "Joseph and his technicolour dreamcoat" by Andrew Lloyd Weber Introduction to the story of Joseph and the musical Introduction and discussion of some of the main songs in the musical. Focus on the song Joseph's technicolour dreamcoat Learn the song and discover the characters and how they feel. Look at the stagecraft. What do you notice? Create a performance of the scene and song Create an improvisation based on a scene from Joseph Which part of the story shall we choose? 	<ul style="list-style-type: none"> Create an improvisation based on a scene from Joseph Focus on reading notation Revision of the stave 	<ul style="list-style-type: none"> Perform the song "Joseph and his technicolour dreamcoat- Jacob/ Joseph's coat. Carousel Treble Recorder Explore the different fingering system of the treble recorder Work to create a group harmony piece "treble trouble" Descant recorder Clementine

		<ul style="list-style-type: none">• What characters are involved?• What stagecraft shall we see• Prepare and perform		
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