

Y4 Music	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3	
	Conflict		Melody + accompaniment		Painting with sound		Y4 Play		Ukulele	
	Harvest Festival		Christmas concert		Arts Week		Music performance week		Summer concert	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know that ‘Skye Boat Song’ is a late 19 th -century song from Scotland.	To be able to sing ‘Skye Boat’ song confidently and with contrast.	To know that a melody is a series of notes of different lengths and pitch in an order.	To be able to listen to and sing songs with accompaniment.	To know that music, like paintings and pictures, can describe images and mood.	To be able to sing together as a class with increasing control.	To know how to sing in unison, harmony, chorus with accompaniment.	To be able to learn songs from memory.	To know the different parts of the ukulele.	To be able to hold the ukulele.
	To know that the song tells of the escape of Bonnie Prince Charlie to the Isle of Skye.	To be able to use aural skills to work out the verse by ear.	To know that an accompaniment is rhythm or notes that support the melody.	To be able to identify the difference between the melody and accompaniment and the roles they play.	To know that composers try to capture different moods in music.	To be able to listen with attention to detail and identify features in songs.		To be able to contribute to the musical items by adding actions, musical instruments, lyrics.	To know that the ukulele is from Hawaii.	To be able to strum.
To know that unison is everyone singing the same melody (tune) together at the same time.	To be able to play melody with a partner and with class.	To know that pulse is the beat of the music.	To be able to create an accompaniment as a team.	To know that different moods in music can be achieved by changes in: tempo, dynamics, pitch, rhythm, instruments, the number of instruments playing.	To be able to explore ideas and sounds to compose in response to place and picture.		To be able to practise and rehearse songs.	To know that a chord is made up of 3 notes.	To be able to create chord shapes.	
To know that accompaniment supports the melody.	To be able to play an accompaniment.	To know that an ensemble is when a team play music together.					To be able to perform to an audience.	To know the chord shapes for C, F, G and A minor.	To be able to strum chords.	
	To be able to perform melody and accompaniment together.	To know the music notes, CDEFGAB.				To be able to refine team ideas.		To know the chord shapes for C, F, G and A minor.	To be able to change chord.	
						To be able to perform composition to the class with confidence and fluency.		To know the finger numbers 1,2,3,4.	To be able to build muscle memory to change chord.	
							To be aware of own contribution to overall performance.	To know the finger numbers 1,2,3,4.	To be able to sing songs and identify chord changes.	
								To know to strum with right hand, chord shapes with left hand.	To be able to sing and play chords taking turn with a partner.	
									To be able to sing and perform as a class.	
									To be able to sing and perform to an audience.	
Enquiry/question/outcome/activity/genre of unit/text		Enquiry/question/outcome/activity/genre of unit/text		Enquiry/question/outcome/activity/genre of unit/text		Enquiry/question/outcome/activity/genre of unit/text		Enquiry/question/outcome/activity/genre of unit/text		
Sing confidently. Play a melody by ear, without notation. Identify how to create contrast in music. Work as part of a team. Listen and comment on own and others’ work Review and reflect on own and others’ work.		Sing confidently. Play a melody on the chime bars. Play an accompaniment. Work as part of a team. Perform as part of an ensemble. Review and reflect on own and others’ work.		Listen carefully to music. Use musical vocabulary to describe what can be heard in the music. Discuss ideas in a team. Compose music in a team to try to show a mood/theme. Listen and comment on own and others’ work. Respond to music by drawing and writing.		Work as a team to perform songs from memory as part of year group production. Sing confidently in unison, part singing, and harmony. Sing as a solo group (soloist). Include instrumental performances where appropriate.		Know how to hold a ukulele. Strum chords on a ukulele. Play the chords: C, F, G and Am. Perform chords to a song. Sing song and play chords. Perform to an audience.		
Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	Key vocabulary (tier 2)	Key vocabulary (tier 3)	
perform	arrangement	chime bar	accompaniment	cabassa	dynamics	listen	audience	finger numbers 1,2,3,4	body	
play	aural	sing	ensemble	castanets	pitch	perform	chorus	Latin music	bridge	
sing	chorus	team	listen	chime bar	rhythm	practice	dialogue	salsa	chords	
song	contrast	tune	melody	claves	tempo	reflect	harmony	strum	frets	
team	melody		pitch	guiro	texture	review	solo		head	
tune	reflect		pulse	maraca		sing	structure		muscle memory	
	review		reflect	ocean drum			unison		nut	
	unison		review	tambourine					saddle	
	verse			triangle					sound hole	
									tuning pegs	
									ukulele	