

Year 3 and 4: Music Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p>On Going Skills: Historical Composer Focus: Johan Sebastian Bach</p> <ul style="list-style-type: none"> Can chd discuss the time period. March 21, 1685 Can they establish that this period in music is called the Baroque period and place it on a timeline? What was happening at the time, give context? Place of birth Can they identify the purpose of Bach's music? 	<ul style="list-style-type: none"> Can they identify different note values? Can they identify crotchets? Can they identify minims? Can they identify quavers? Can they identify semi-quavers? <p>This can be achieved with clap activities. Cross curriculum links with Maths and fractions. E.g 4 semi quavers per beat, 1 whole split into quarters</p> <ul style="list-style-type: none"> Year 4 extension: Introduce triplets (1 beat split into 3 quavers, essentially thirds) 	<ul style="list-style-type: none"> Can they learn and discuss the different time signatures. 4/4 time, 3/4 time and 4/8 time? Can they compose 4 bars of music using different time signatures and the use of crotchets, minims, quavers and semi-quavers? <p>There is no emphasis on changing the note, the emphasis is on rhythm and phrase construction.</p> <ul style="list-style-type: none"> Listen to pieces of Bach, can chd determine what time signatures the pieces are written in? <p>Possible CPD training on genres, opera and ballet at the royal opera house.</p>	<ul style="list-style-type: none"> Use and understand staff and other musical notation. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Demonstrate a developing understanding of the history of music.
<p>On Going Skills: Historical Composer Focus: Wolfgang Amadeus Mozart</p> <ul style="list-style-type: none"> Can chd discuss the time period: January 27, 1756 Can chd establish that this period in music is called the Classical period and place it on a timeline? (growing timeline in the music room) What was 	<ul style="list-style-type: none"> Can chd identify different notes? (Introduce musical alphabet.) Can chd discuss the idea of an octave? (AbcdefgA) Can children notate different notes on manuscript? Year 4 Extension: Can chd identify and write a C major chord and dependant on access can chd play a C major chord on the piano? 	<ul style="list-style-type: none"> Can chd learn how to write and play a C major scale? (right hand only) Can chd sing a C major scale? Can chd experiment with rhythm and pitch? Can chd compose 4 bars of music experimenting with rhythm and pitch? Emphasis is now on rhythm and on pitch. Listen to pieces of Mozart, can 	<ul style="list-style-type: none"> Use and understand staff and other musical notation. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from Demonstrate a developing understanding of the history of music. Play and perform in solo ensemble contexts, using his/her voice and playing

<p>happening at the time, give context?</p> <ul style="list-style-type: none"> • Place of birth • Can chd identify the purpose of Mozart's music? • Can chd discuss Mozart's musical abilities, he played numerous instruments from a young age. He was considered to be the first celebrity of western music. 		<p>chd determine what time signatures the pieces are written in.</p>	<p>musical instruments with increasing accuracy, fluency, control and expression.</p>
<p>On Going Skills: Historical Composer Focus: Ludwig Van Beethoven</p> <ul style="list-style-type: none"> • Can chd discuss the time period: December 1770 • Can chd establish that this period is closely related to Mozart's classical period however it is the beginning of the romantic period and place it on a timeline? (growing timeline in the music room) What was happening at the time, give context? • Place of birth • Can chd identify the purpose of Beethoven's music? Unlike Mozart who 	<ul style="list-style-type: none"> • Introduce the musical tool of Major and Minor keys (happy - sad keys) • Can chd discuss why composers change from Major to Minor Keys? • Emphasis on musical instrumentation and aural skills. • Can the chd identify a variety of instruments by listening to the way they are played and the sound they produce? <p style="text-align: center;"><u>GarageBand</u></p> <p>Can chd start using the iPads to create rudimentary pieces of music using the rhythm section?</p> <p>Can chd layer the rhythm section with a stringed instrument using their knowledge of time signatures, note value</p>	<ul style="list-style-type: none"> • Year4 Extension: to learn C minor notated and sung (Introduce idea of sharps and flats) • Can chd discuss why the composer used certain instruments? (introduce timbre and range) • Can chd layer the rhythm section with a stringed instrument and a wind instrument using their knowledge of time signatures, note value and pitch? 	<ul style="list-style-type: none"> • Use and understand staff and other musical notation. • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from • Demonstrate a developing understanding of the history of music. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Play and perform in solo ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.

wrote for kings and queens Beethoven was famous for the aesthetic value of his music.

- Can chd discuss Beethoven's musical abilities, he played numerous instruments but was almost completely deaf and near to the end of his life he was completely deaf. He is the pioneer of romanticism as he signified the hero's struggle against adversity – his deafness.

and pitch?

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- **Listen with attention to detail and recall sounds with increasing aural memory.**