




## Year 4 Music Plan – Sustained Listening

Intended End Points			
EYFS	KS1		KS2
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.		Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.		Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.		Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.
Key Composer:	Genres of Music:		
<div>Ludwig van Beethoven</div> <div>17 December 1770 - 26 March 1827</div> <div></div> <div>Beethoven was a German composer and pianist. He remains one of the most admired composers in the history of Western music and spanned the transition from the Classica period to the Romantic era. He gradually became death throughout his life which influenced his compositional style.</div>	<div>Traditional (Classical)</div> <div>Key Song: Symphony No. 5 - Beethoven</div> <div>One of the best-known compositions in classical music, "Symphony No. 5" begins with a distinctive 4-note 'short-short-short-long' motif. The symphony is scored by an orchestra with the following sections: woodwind, brass and strings.</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=wsz2KRqpMhI">https://www.youtube.com/watch?v=wsz2KRqpMhI</a></div>	<div>Traditional (20<sup>th</sup> Century)</div> <div>Key Song: For the Beauty of the Earth - Rutter</div> <div>This traditional hymn features a piano with an ostinato melody and a choir full of varying voices. "For the Beauty of the Earth" is a brilliant song to dive into the different vocal types such as: soprano, mezzo soprano, alto, tenor, baritone and bass.</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=PTOfSKXkRa0">https://www.youtube.com/watch?v=PTOfSKXkRa0</a></div>	<div>Film Music: Bugsy Malone (1976)</div> <div>Key Song: My Name Is Tallulah</div> <div>Written and composed for "Bugsy Malone", "My Name is Talullah" is a jazz classic. It has a wavering texture, solo singer and verse-chorus structure.</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=CdqnKCCt7A">https://www.youtube.com/watch?v=CdqnKCCt7A</a></div>
Points to Discuss:			
<ul style="list-style-type: none"><li>Key characterisitics of each genre</li><li>Contextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)</li><li>Typical instruments / features of each genre</li><li>Song lyrics and their meanings</li><li>Songwriters / artists / bands</li><li>Musical terminology (appropriate to each year group)</li><li>Historical context of songs</li></ul>	<div>*90's Indie (1994)</div> <div>Key Song: Parklife - Blur</div> <div>The song contains elements of spoken word in the verses and singing in the choruses. With simple melodies, a key guitar and persistent drums, "Parklife" is a classic song that works well when delivered as a group.</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=YSuHrTfcikU">https://www.youtube.com/watch?v=YSuHrTfcikU</a></div>	<div>*90's Indie (1995)</div> <div>Key Song: Wonderwall - Oasis</div> <div>Composed with a 'brickwalling' technique, "Wonderwall" is an indie ballad which was unique at the time. The song is very busker-like with a simple arrangement that makes the lyrics vulnerable. It was inspired by George Harrison's (one of The Beatles) Wonderwall Music solo album.</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=bx1Bh8ZvH84">https://www.youtube.com/watch?v=bx1Bh8ZvH84</a></div>	<div>World Music: Calypso</div> <div>Key Song: Tropical Bird - Trinidad Steel Band</div> <div>(to be completed on World Music Day)</div> <div>YouTube Link</div> <div><a href="https://www.youtube.com/watch?v=rFcq9ouzY5s">https://www.youtube.com/watch?v=rFcq9ouzY5s</a></div>
Ideas	Expectations		
	Floorbook	Website Posts / Talk Homework	Contributions to Displays
<ul style="list-style-type: none"><li>Reading comprehension / song lyric annotation</li><li>Timeline of the history of musical genres / periods</li><li>Orchestra and instrument study</li><li>Composer / writer research</li><li>Compare a variety of songs from the same genre</li></ul>	<div>1 floorbook per week</div> <div>Cold - Gold tasks evidenced (via Menti / discussions / Kahoot)</div> <div>Evidence of discussions through quotes</div> <div>Box grids / impact sheets</div>	<div>1 talk homework per term</div> <div>Try to evidence as much work as possible on Seesaw and via the school's website.</div>	<div>1 pic-collage per term</div> <div>This will be used on the school's music display in the KS2 corridor.</div>
*Songs will be performed during the St. Oz Music Fest in Summer Term.			