

*Inspiring and enabling our school community to live life to the full*



**YEAR 4**

**Subject: Music**  
**Unit Title: The Horse in Motion**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**Prior Learning:**

Reception and KS1: Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation.

Year 3: Children invented cup rhythms and explored pentatonic melodies from around the world. Children have interpreted music through movement and art.

They have explored the structure of rondo form using movement and performance. They have invented rhythms using the notes C-D-E. Children have read, followed and created a score. Children have performed call and response rhythms vocally, by ear, using word rhythms and transferred this to body percussion and instruments.

Year 4: Children have created and composed atmospheric music for a film clip, and recognised that elements of music establish mood and character. They have improvised and created pentatonic patterns, composed a pentatonic melody and used notation to represent musical ideas.

They have learnt the following notation: crotchet, quaver, semi quaver, crotchet rest, minim, paired quavers.

**Key Vocabulary taught in this unit:**

Compose, moving image, graphic score, orchestration, ostinatos, dynamics.

Structure: ostinato (a repeating – often rhythmic – pattern).

Dynamics: volume, lounds and softs.

Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music).

**Intent: What do we want the children to know, be able to do by the time they complete this unit)?**

Create ostinatos.

Layer up different rhythms.

Create and follow a score.

Watch a film and analyse it in a musical context.

**Objectives**

**National Curriculum for Music KS2 coverage:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

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

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

**Model Music Curriculum YEAR 4 coverage:**

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

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.

**Watch/Listen/Move:**

The horse in motion (Eadweard Muybridge).

**Impact / Outcome:**

**What will the final product / result be?**

Children watch a film and analyse it in a musical context.

Children create and follow a score.

They perform with dynamics and structure, layering up different rhythms and create ostinatos.

**P4C Inquiry (where appropriate)**