

 Music Compose Practise Perform  Themes which run through each unit: singing, performing, improvising, composing, listening, the inter-related dimensions of music, internalisation				
Year Group	Unit Title	End Points Substantive Knowledge	Enquiry Question	How can I support my child?
4	Harvest Songs 4	- To sing confidently with good posture. - To sing with good breath control. - To sustain longer phrases with consistent tone. - To respond to conductor cues confidently.	Singing Performing	Attend the harvest assembly and enjoy watching your child perform. Help your child learn the words for their performance at home.
4	Don't Stop Believing	- Don't Stop Believing is a rock song written by the band Journey. - To identify instruments and voices used in soul and gospel songs. - To sing in two-part harmony with expression. - To perform simple phrases on the glockenspiel, learnt by ear, including the note Bb. - To improvise in time with the pulse, including the note Bb. - To compose and perform a simple melody using five notes.	Singing Improvising	Listen to music by Journey, and other rock songs from the 1980s, with your child at home. Please check the lyrics are age appropriate first.
4	Christmas Concert 2	- To sing confidently with good posture - To sing with good breath control - To sustain longer phrases with consistent tone - To respond to conductor cues confidently. - To show expression through dynamics, articulation and phrasing - To evaluate and improve their own singing.	Singing Performing	Attend the Christmas concert and enjoy watching your child perform. Help your child learn the words for their performance at home.
4	African Drumming 4	- To play bass, tone and slap on the djembe. - To improvise in time with the pulse. - To lead and copy call and response rhythms in time with the pulse. - To play cross-rhythms in 3 time and 4 time as part of a whole class performance. - To follow musical signals to start and stop playing, or to move on to a different section of music. - To play forte, piano, crescendo and diminuendo.	Playing djembes Improvising	Create a family drumming group using items you have at home, e.g. recycling boxes, pots and pans. Ask your child to teach you what they have been learning in school.
4	Ocarina 1	- To be able to play the ocarina with the correct posture - To play low D, E, G, A, B and high D on the ocarina - To read low D, E, G, A, B and high D on the stave	Playing ocarinas Reading notation	Listen to your child play the ocarina songs they have learnt in school. Encourage them to practise for 5 minutes every day if they can.

		• To identify crotchets and crotchet rests on the stave • To play songs in 4/4 and 3/4 time on the ocarina • To follow repeat signs written in music. • To copy short rhythms by ear.		
4	Ocarina 2	• To be able to play the ocarina with the correct posture • To play low D, E, F#, G, A, B, C and high D on the ocarina • To read low D, E, F#, G, A, B, C and high D on the stave • To identify dotted rhythms on the stave • To understand the purpose of a key signature • To slur groups of 3 notes on the ocarina • To copy short rhythms and melodies by ear.	Playing ocarinas Listening	Listen to your child play the ocarina songs they have learnt in school. Encourage them to practise for 5 minutes every day if they can.
4	Ocarina 3	• To play low D, E, F#, G, G#, A, B, C C# and high D on the ocarina • To read low D, E, F#, G, G#, A, B, C, C# and high D on the stave • To know the natural sign and what it means. • To be able to change quickly between different notes on the ocarina. • To copy short rhythms and melodies by ear. • To play songs in different keys on the ocarina with a wide range of notes and a variety of rhythmic features.	Playing ocarinas Composing	Listen to your child play the ocarina songs they have learnt in school. Encourage them to practise for 5 minutes every day if they can.