

Subject: Music	Cycle A Y3/4	KAPOW Changes in pitch, tempo & dynamics -Theme: Rivers (Y4)
NATIONAL CURRICULUM		
PURPOSE OF STUDY Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.		
PROGRAMME OF STUDY Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressionimprovise and compose music for a range of purposes using the inter-related dimensions of musiclisten with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notationsappreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansdevelop an understanding of the history of music.	AIMS The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none">perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicianslearn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellenceunderstand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
ATTAINMENT TARGETS By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		
KEY VOCABULARY a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer	KEY QUESTIONS <ul style="list-style-type: none">What is a ‘round’?What is an ostinato?In pop music, what is an ostinato called?In dance music, what is an ostinato called?When we add layers of sound, what are we adding?	
KEY ASSESSMENT OPPORTUNITY Please ask the children to complete this quiz - https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-4/pitch-dynamics-tempo/assessment-year-4-changes-in-pitch-tempo-and-dynamics/		
YEAR 3 ONGOING ASSESSMENT		Children’s initials and any comments
Working below: <u>Lessons</u> <ol style="list-style-type: none">Able to sing in tune.Explain how the music makes them feel using a word mat to help them.Listen to others as they perform.With support, begin to create a simple ostinato.With support, perform a part of a piece of music.		
Expected: <u>Lessons</u> <ol style="list-style-type: none">Able to sing in tune.Explain how the music makes them feel in their own words.Listen to others as they perform.		

4. Begin to create a simple ostinato. 5. Perform a part of a piece of music.	
Greater Depth: <u>Lessons</u> <ol style="list-style-type: none"> Singing in tune with developing breath control and in harmony with others. Adding relevant dynamics to their singing. Explaining how the music makes them feel with some use of musical terminology to explain that. Performing a vocal ostinato in time and knowing when it might be used. Listening to other members of their group as they perform. Listening for their cue to improve their work. Creating a simple ostinato and representing it on paper so that they can remember it and playing it in time. Having created and performed a piece with a variety of ostinatos. 	
YEAR 4 ONGOING ASSESSMENT	Children's initials and any comments
Working below: <u>Lessons</u> <ol style="list-style-type: none"> Able to sing in tune. Explain how the music makes them feel in their own words. Listen to others as they perform. Begin to create a simple ostinato. Perform a part of a piece of music. 	
Expected: <u>Lessons</u> <ol style="list-style-type: none"> Singing in tune with developing breath control and in harmony with others. Adding relevant dynamics to their singing. Explaining how the music makes them feel with some use of musical terminology to explain that. Performing a vocal ostinato in time and knowing when it might be used. Listening to other members of their group as they perform. Listening for their cue to improve their work. Creating a simple ostinato and representing it on paper so that they can remember it and playing it in time. Having created and performed a piece with a variety of ostinatos. 	
Greater Depth: <u>Lessons</u> <ol style="list-style-type: none"> Singing the harmony line with confidence and accuracy. Singing with developing breath control and vocal focus. Singing songs and playing pieces in two parts showing understanding of how the harmonies fit together. Using a range of musical terminology to describe and explain what they can hear and how it makes them feel. Identifying the mood of the music. Directing their group, helping to keep everyone in time. Offering suggestions to improve their work. Suggesting different ways of ending their ostinato. Creating an ostinato which clearly depicts the section of the river they were focusing on. Performing their work with relevant dynamics and tempo to depict the main sections of the river. Taking on board suggestions from others in their group. 	