



# St James' Church of England Primary School

## Music Overview Sheet



### Year 4 – Change in pitch, dynamics, tempo Rivers



**Unit Outcomes:** Pupils who are **secure** will be able to:

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.

**Key Skills:**

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion and looping.
- Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.

#### **Overview:**

Lesson 1: **The singing river** To sing in two parts using expression and dynamics  
Lesson 2: **The listening river** To recognise key elements of music  
Lesson 3: **The repeating river** To perform a vocal ostinato  
Lesson 4: **The percussive river** To create and perform an ostinato  
Lesson 5: **The performing river** To improve and perform a piece of music based around ostinatos

#### **Cross-Curricular Ideas**

#### **Key Vocabulary**

a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer

#### **Impact/Assessment**

**Most Children will:** • The ability to sing in tune with developing breath control and in harmony with others. • Explaining how the music makes them feel with some use of musical terminology. • Performing a vocal ostinato in time. Listening to other members of their group as they perform. • Creating an ostinato and representing it on paper so that they can remember it. • Having created and performed a piece with a variety of ostinatos.

**More Able Children will:** • The ability to sing 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. • 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.