

Subject: Music	Year group: Year 4	Topic: Environment – Composition	Initiation & activation activities:
Prior knowledge required: Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.		Vocabulary:	
Programme of Study: Year 1 and Year 2	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<p>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:</p> <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 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. 	<p>Do the children know how to:</p> <ol style="list-style-type: none"> 1. Explore how different timbres can be descriptive (Lesson 1) 2. Explore combinations of different timbres to accompany a song (Lesson 1) 3. Learn how to accompany a song with drone and ostinato on tuned percussion (Lesson 2) 4. Explore the descriptive music of two major composers (Lesson 3) 5. Compose an introduction for a song (Lesson 3) 		

