



Music Year 4 Long Term Plan

Themes (No. of weeks/Term)	Autumn 1 Harvest Celebration	Autumn 2 Music Appraisal and Rhythmic Development	Spring 1 Ukulele Skills	Spring 2 Easter Celebration	Summer 1 Music Appraisal – Peer Gynt	Summer 2 Composition – Garage Band Blues
	Developing skills in pitch, rhythm and pulse. Rounds and singing games.	Christmas songs – singing skills.	Performance and notation reading development.	Investigating different genres of music. Ukulele – chord and strumming development	Classical music. Investigating imagery in music	Investigating blues music, developing Garage Band skills.
Substantive Knowledge/ skills Substantive Knowledge The technical facts, vocabulary, and theoretical components of music. This involves learning the technical elements, musical terminology, and building a repertoire of knowledge across different styles. Inter-related Dimensions of Music: Understanding pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. Notation: Using staff notation and other systems (e.g., symbols, rhythm grids). Context & History: Familiarity with high-quality live/recorded music from different traditions, cultures, and periods (e.g., great composers). Musical Vocabulary: Using correct terminology (e.g., crescendo, allegro, texture)	<i>I am able to recognise that some notes are higher pitched than others.</i> <i>I am able to explain how graphic notation can represent rhythms.</i> <i>I am able to recognise and explain the link between graphic notation and formal notation.</i> <i>I am aware of Success Criteria when working on some tasks and can use this to improve outcomes.</i> <i>I understand and can describe how changes in pitch, harmony, melody and timbre can influence the style of music.</i>	<i>I understand that music can represent an emotion or image and can give examples of this.</i> <i>I can describe the basic features of some styles of music.</i> <i>I am able to explain, in simple terms, what syncopation is.</i> <i>I am able to recognise different styles of music, including classical music.</i> <i>I understand and can explain how music can represent an emotion or image through its style, tempo and instrumentation.</i>	<i>I can explain why the ukulele is a member of the string family.</i> <i>I can name the main parts of a ukulele and understand the role they play in its sound.</i> <i>I can name and read some formal notation, such as crotchets and minims.</i> <i>I can explain, in simple terms, the features of a chord.</i> <i>I understand, and can describe, in simple terms, how the tempo, style, sound and pitch of music can affect the way it sounds.</i>	<i>I can describe the features of a chord.</i> <i>I understand that music can have different numbers of beats per bar.</i> <i>I am beginning to understand the difference between a major and a minor chord in music and can explain simply its effect on the style.</i>	<i>I can describe how composers create imagery for a listener through their choices of instrumentation, tempo, dynamics and style.</i> <i>I am developing an appreciation of a broader range of music and can demonstrate this through discussion and explanations.</i> <i>I understand that a movie soundtrack adds impact to the imagery and give specific examples of this.</i>	<i>I can explain which features help capture certain musical styles, such as rock songs and the Blues.</i> <i>I am able to recognise and describe the features of a basic 12-bar blues.</i> <i>I understand and can explain how changes of instrument influence the style and character of a piece of music.</i>



Disciplinary Knowledge Specific to that unit (musicianship" skills of how to apply, create, and interpret sound. It is the "how"—applying the substantive facts through composing, performing, and listening, enabling students to act as musicians.) Listening I begin to recognise the appearance and sound of a range of musical instruments? I begin to understand how composers can create imagery in music through their choices of instrument and melody? (Peter and the Wolf)	• I can use my 'thinking voice' when singing a nonsense song. • I can perform a song with actions and accurate pitch. • I can sing a song with multiple thinking voice words. • I can represent rhythms using both graphic and formal notation. • I can represent a rhythm on a rhythm grid using formal notation, including crotchets and quavers. • I can sing songs with confidence and increasingly accurate pitch. • I can create a rhythm grid using formal notation. • I can work effectively with my peers. • I • I can sing a French song using accurate pronunciation of French words. • I can add movements to show my understanding of French vocabulary. • I can perform a Halloween song in a way that captures its humorous, spooky style.	• I am developing my skills in conducting, and can to follow the beat of the music. • I can recognise different styles of music, including classical musical, jazz, country and World music. • I am able to understand and describe the basic features of some different styles of music. • I am able to recognise changes in pitch and tempo. • I can sing (Christmas) songs with accurate pitch, strong projection and clear lyrics.	• I can hold a ukulele correctly and play a thumb brush stroke. • I can play open string rest notes to accompany a recorded piece of music, whilst keeping a steady pulse. • I can play open strings using the fingers of the right hand. • I can play the chord of C major and use this in a song. • I can play a song using the C minor chord on ukulele. • I can consolidate my ukulele playing skills by playing a selection of increasingly complex songs requiring strumming and finger picking skills.	• I can play the chord of C major on a ukulele and use this in a song. • I can demonstrate some skills in finger picking. • I can play a song incorporating strumming and finger picking. • I can use frets on a ukulele to change the pitch. • I can play a minor chord on ukulele. • I can utilise my singing skills in performing a range of Easter-themed songs [Easter Assembly] (optional – dependent on timings/days for Easter assembly) • I can consolidate and demonstrate my ukulele skills in performing a range of songs requiring various playing skills. Listening • I can hear changes in tempo in a short melody. • I can listen to music from around the world and explain how it is similar/different to pop music.	• I can listen to the music of the Peer Gynt Suite, and describe how an emotion or scene is represented in the style of music. • I can listen to piece of classical music and use my understanding of instrumentation, dynamics, style and tempo to interpret its theme [Ma Vlast] • I can recognise different genres of film from the style, instrumentation, tempo and dynamics of its soundtrack.	• I can sing a blues-style song. • I can create sections in Garage Band, change the tempo and save my work. • I can edit chords on Garage Band. • I can select an instrument on Garage Band and record a simple 12-bar blues. • I can use 'autoplay' feature in GB to generate rhythms. • I can edit and improve Garage Band Blues by creating layers of sound, using a range of instruments. • I can save and send my GB project on the school drive.
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Key vocabulary	Pitch; Thinking Voice; style; graphic notation; formal notation;	dynamics; classical; jazz; pop; country; syncopation; imagery	Ukulele; head; sound hole; fret board; thumb rest stroke; chord; finger picking; country music; string family;	Easter; projection; higher/lower; stave; notation; crotchet; quaver; round; harmony;	Peer Gynt; Suite; classical; imagery; flute; clarinet; bassoon; oboe; timpani; French horn; smooth; jumpy; motif	Blues; blue note; New Orleans; guitar; structure; Garage Band; sections; instrumentation;
Cross Curricular Opportunities	In studying Christmas songs, Christian faith and Christmas story features throughout. Geographical knowledge called upon in considering genres of music, e.g. country and jazz with origins in N America. Historical and social history also studied when investigating origins of blues music as a product of slavery. Geography, literacy and history links via Peer Gynt imagery work. IT skills very much in evidence in use of Garage Band for blues project.					
Commentary	The opening unit aims to consolidate and build upon the skills learnt in Year 3, extending the pupils' understanding of concepts such as the Thinking Voice and notation. In investigating areas such as the influence of timbre and melody on the character of music this unit also aims to prepare pupils for the more advanced work to follow in latter KS2.	This unit aims to expand the childrens' knowledge of various forms of music, e.g. country. It will develop their singing ability whilst performing music in a wider range of styles including jazz. In exposing the pupils to a broadening range of musical genres, the foundational knowledge which underpins music from early KS2 and prior to this will be developed.	This unit aims to build upon the practical skills learnt on recorder in Y3 and extend them to ukulele. It will utilise their knowledge of pitch, dynamics, tempo and rhythm whilst developing performing skills and enjoyment. As with recorder, despite the fact that the ukulele is studied for a relatively short amount of time, notation understanding, listening skills and harmonic understanding are further imbedded and can be built upon in future years.	This unit will extend the childrens' ukulele skills, alongside developing their singing ability. When singing and performing the aim is to develop musicality, with greater thought been given to the lyrics of songs, including religious ones, and the impact that subtle changes in dynamics can have upon the listener.	This unit will build upon the listening and appraising skills developed in Year 3 using Peter and the Wolf with the more complex Peer Gynt Suite. It will extend their understanding of imagery in music, and the way in which various element influence this, e.g. instrumentation, dynamics, style etc.	The final unit of Y4 will introduce digital music composition using Garage Band. Alongside learning the main features of the music software, the children will gain a basic under-standing of blues music, both in a historical context and in its musical form and structure. In developing digital skills, this unit will prepare the children not only for the Garage Band work common in KS3 and beyond but for the wider digital world in general.
Adaptions for LA pupils	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's



	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	• Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.
Adaptions for GD pupils	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show	• Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show



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Resources/Approaches	Collins Hub used for some starter activities. Link to be found on each desktop with login and password saved. Starter activities listed as 'Skill Builders' and highly effective for teaching elements such as pitch, beat, duration etc. Key elements videos also helpful teaching tool on Collins Hub. Majority of resources created by Music Co-ordinator and found on Shared Area, e.g. Year 6 Samba resources, including website links and all worksheets, located in Google Drive/ Staff Area/ N Robson 2025-26/ Mr Robson Resources 2025-26/ Music Year 6/ Summer Term 1 st half 2026/ Samba. Majority of songs used from 'Out of the Ark' music books, with vocal and backing tracks – licenced for performance by school.					
Career Links	Instrumentalist, secondary music teacher, primary teacher, vocalist, sound engineer, theatre performer.					