



St James' Church of England Primary School

Music Overview Sheet



Year 4 – Adapting and transposing motifs (Theme: Romans)



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

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.

Key Skills:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Identifying common features between different genres, styles and traditions of music.
- 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.
- 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.
- Suggesting improvements to others work, using musical vocabulary.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Overview:

Lesson 1: **Here come the Romans** To sing in tune and in time
 Lesson 2: **Musical motifs** To understand what a musical motif is
 Lesson 3: **Motifs and mosaics** To compose and notate a motif
 Lesson 4: **Motif development** To develop and transpose a musical motif
 Lesson 5: **Combine and perform** To combine and perform different versions of a musical motif

Cross-Curricular Ideas

Key Vocabulary

backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups

Impact/Assessment

Most Children will: • Learning a new song, singing in time and in tune while following the lyrics. • Identifying motifs aurally and playing a repeated pattern on a tuned instrument. • Creating and performing a motif, notating it with reasonable accuracy. • Transposing their motif, using sharp or flat notes where necessary and changing the rhythm. • Combining different versions of a musical motif and performing as a group using musical notation.

More Able Children will: • Quickly picking up the tune and remembering the lyrics. Using musical vocabulary to describe both the music of the song and the features of the performance that need improving. • Identifying and articulating the development of motifs as well as their ability to play the motifs accurately by sight. • Writing their motif down using staff notation and, if they have one, playing their motif on their own instrument. • Reversing the rhythm in their motif as well as transposing it using sharp and flat notes. • Combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other.