

# **MUSIC**

## **Syllabus for Primary Schools**

# YEAR 4

# **LEARNING OUTCOMES**

**for**

**YEAR 4**

<b>4.1 PERFORMING</b>	<b>4.2 COMPOSING</b>	<b>4.3 LISTENING AND APPRAISING</b>
4.1.1 Demonstrate ability to sing songs	4.2.1 Develop ability to explore more resources for composing	4.3.1 Develop ability to identify the sounds of orchestral instruments individually
4.1.2 Demonstrate ability to play musical phrases by ear and from notations	4.2.2 Demonstrate ability to answer rhythmic and melodic questions	4.3.2 Develop ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
4.1.3 Develop ability to play pieces in several parts	4.2.3 Demonstrate ability to compose accompaniments to songs	4.3.3 Develop ability to recognize pointers that suggest time and place in which a piece of music was composed
4.1.4 Demonstrate ability to play accompaniments to songs	4.2.4 Develop ability to set words to music using the pentatonic scale	4.3.4 Demonstrate ability to respond to music
4.1.5 Develop ability to present performances	4.2.5 Demonstrate ability to compose music	4.3.5 Demonstrate ability to give musical reasons for views about music using a musical vocabulary
	4.2.6 Demonstrate ability to record compositions	

**PROGRAMME**

**for**

**YEAR 4**

## 4.1 PERFORMING

Learning Outcomes	Notes
<p><b>4.1.1 Demonstrate ability to sing songs accurately at pitch, developing control of diction, phrasing, pulse and rhythm and the expressive elements</b></p>	<p>see 3.1.1</p>
<p><b>4.1.2 Demonstrate ability to play musical phrases by ear and from notations</b></p>	<p>e.g. exploring known tunes on a glockenspiel and phrases for various purposes introduce the principle of time value in formal notation</p>
<p><b>4.1.3 Develop ability to play pieces in several parts:</b> see also 3.1.3</p> <ul style="list-style-type: none"> <li>• basing a piece on a known song e.g.</li> </ul> <p style="padding-left: 40px;">play the pulse on an untuned instrument</p> <p style="padding-left: 40px;">after a bar add the word rhythm of a phrase from the song on a different instrument and keep repeating it as an ostinato</p> <p style="padding-left: 40px;">add the rhythm of the whole song on a different instrument</p> <ul style="list-style-type: none"> <li>• listen to the combined effect</li> </ul>	<p>(use a prepared rhythm card)</p>

<p><b>4.1.4 Demonstrate ability to play accompaniments to songs:</b></p> <ul style="list-style-type: none"> <li>• set the tempo by playing an introduction</li> </ul> <p>combinations from the following</p> <ul style="list-style-type: none"> <li>• play on the pulse</li> <li>• play on the strong and weak beat/s in songs with a 2-, 3- or 4-beat patterns using different sounds</li> <li>• play rhythmic/melodic ostinati</li> <li>• play the rhythm of the words</li> <li>• play a drone</li> </ul> <p>be aware of the other parts</p>	<p>i.e. the metre</p> <p>may be based on phrases from the song (use rhythm cards)</p>
<p><b>4.1.5 Develop ability to present performances</b></p>	<p>rehearse, plan and present performances for school's and community's <b>different special occasions</b> <i>e.g. Prize Day, Jum ir-Raĥal/il-Belt</i>, with re-runs preferably at <b>different venues</b> and for <b>different audiences</b> <i>e.g. at old people's homes, for parents.</i></p>

Learning Outcomes	Notes
<p><b>4.2.1 Develop ability to explore more resources for composing</b></p> <ul style="list-style-type: none"> <li>• the accumulative way of building up a texture</li> <li>• the reductive way</li> </ul>	<p>i.e. gradually adding layers of sounds</p> <p>i.e. gradually removing layers</p>
<p><b>4.2.2 Demonstrate ability to answer rhythmic and melodic questions keeping a steady pulse</b> see also 3.2.2</p>	<p>questions and answers to fit in e.g. with four crotchet beats</p> <p>creating a variety of different answers to each question (based on words if it helps)</p>
<p><b>4.2.3 Demonstrate ability to compose accompaniments to songs:</b></p> <ul style="list-style-type: none"> <li>• an introductory phrase</li> </ul> <p>reflect on the mood of the song, choose sounds and play expressively combinations from the following:</p> <ul style="list-style-type: none"> <li>• on the pulse</li> <li>• on the strong and weak beat/s in songs with a 2-, 3- or 4-beat patterns</li> <li>• rhythmic/melodic ostinati</li> <li>• the rhythm of the words</li> <li>• a drone</li> <li>• any special effects</li> </ul>	<p>i.e. the metre</p> <p>may be based on phrases from the song (use rhythm cards)</p> <p>e.g. varying the dynamics at certain places</p>

<p><b>4.2.3 Develop ability to set words to music using the pentatonic scale</b></p>	<p>the words (a few sentences on a topic or a short poem) may be given or composed by the pupils</p> <p>create a pentatonic accompaniment to the song consisting e.g. of a pulse, a drone and one or more melodic ostinati</p>
<p><b>4.2.5 Demonstrate ability to compose music:</b></p> <ul style="list-style-type: none"> <li>• <b>explore, select, combine and organise sounds in musical structures e.g. <i>beginning, middle and end, ABA, ABACA, repetition of pattern/s, melody, rhythm</i> and using the elements of music</b></li> </ul>	<p>e.g. a story in sound: the race between the hare and the tortoise as in Aesop's fable</p> <p>a mood using a picture as a stimulus</p>
<p><b>4.2.6 Demonstrate ability to record compositions</b></p> <ul style="list-style-type: none"> <li>• on cassette</li> <li>• use notation/s</li> </ul>	<p>for better evaluation</p> <p>where appropriate</p> <p>e.g. a grid notation</p>

<b>4.3 LISTENING AND APPRAISING</b>	
<b>Learning Outcomes</b>	<b>Notes</b>
<b>Develop ability to identify the sounds of orchestral instruments individually</b>	Suggested audio/visual aids: <i>‘Peter and the Wolf’</i> by Prokofiev <i>‘The Young Person’s Guide to the Orchestra’</i> by Benjamin Britten
<b>4.3.2 Develop ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.</b>	e.g. the sounds of the notes as they run from high to low, played by different instruments of the orchestra, to suggest Mercury (from <i>The Planets</i> by Holst) moving quickly  the sound effects of different kinds of clocks in <i>Timepiece</i> by Paul Patterson  Rossini describing a storm in his <i>William Tell Overture</i>
<b>4.3.3 Develop ability to recognise pointers that suggest time and place in which a piece of music was composed</b>	e.g. Tchaikovsky’s 1812 concert overture composed to commemorate Napoleon’s retreat from Moscow in that year  the <i>samba</i> is a Portuguese/Brazilian style of music which has a long history but which is still very popular
<b>4.3.4 Demonstrate ability to respond to the musical elements, character and mood of music by means of movement, dance or other forms of expression</b>	reflect on the musical features and devise movements or dances to e.g.: folk music from various countries  performances of popular music e.g. songs  classical music e.g. <i>Bolero</i> by Ravel

<b>4.3.4 Demonstrate ability to give musical reasons for views about music using a musical vocabulary</b>	
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