ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 4

2026-2027

Every half term	Oak curriculum sequence	Weekly lesson	Assessment and evidence
1 Music lesson weekly (approximately 60 minutes)	1 Oak unit per half term 6 sequenced lessons	Practical music-making: singing, playing, composing, improvising, listening and performing	Oak starter/exit checks where appropriate; teacher observation; performance; pupil reflection

Whole-School Non-Negotiables for Music	
• One planned music lesson each week • Practical music-making at the heart of lessons • Regular singing and vocal warm-ups • Safe, purposeful routines for instruments • Explicit teaching and revisiting of musical vocabulary	• Opportunities to listen, appraise and respond to a diverse range of music • Retrieval of prior musical knowledge and skills • Ensemble work that develops pulse, accuracy and balance • Composition/improvisation recorded or performed where appropriate • Performance and reflection built into each half-term unit

Progress	Adaptive Teaching	Formative Assessment	Rich and Ambitious Vocabulary
Progress is achieved through careful sequencing. Pupils revisit pulse, rhythm, pitch, texture, notation, composition and performance with increasing independence and complexity.	Maintain high musical expectations while adapting through modelling, echo/call-and-response, reduced parts, visual notation, paired rehearsal, alternative instruments and extension challenges.	Use questioning, listening, observation, starter/exit checks, peer feedback, performance evidence and pupil reflection to identify misconceptions and next steps.	Teach subject-specific vocabulary explicitly, display it, model precise use, and revisit words in practical contexts so pupils can talk confidently about the music they hear, create and perform.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 4

AUTUMN 1 – YEAR 4

Oak National Academy unit: Start with playing: adding layers to major and minor songs
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Major and minor tonality folk songs	I can sing new major and minor tonality folk songs with a sense of character.	Knowledge: Major and minor tonalities use different patterns of pitches and can have contrasting musical characters. Skill: Sing examples with accurate pitch and an expressive, steady delivery.	major / minor / tonality / character / folk song	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	Folk songs and the major pentachord	I can follow the melodic shape of major tonality folk songs, singing and signing the major pentachord and framing this with a drone accompaniment.	Knowledge: The major pentachord is the first five notes of a major scale: do, re, mi, fa, so. Skill: Sing and sign its shape and sustain a drone beneath a major song.	major pentachord / melodic shape / drone / accompaniment / pitch	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Folk songs and the minor pentachord	I can follow the melodic shape of minor tonality folk songs, singing and signing the minor pentachord and framing this with a drone accompaniment.	Knowledge: The minor pentachord uses the first five notes of a minor scale, including its distinctive third. Skill: Sing and sign the minor melodic shape and accompany with a drone.	minor pentachord / tonality / drone / melody / accompaniment	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Building texture with a melodic ostinato	I can accompany a major tonality song with a melodic ostinato.	Knowledge: A melodic ostinato is a repeated pitched pattern that adds texture. Skill: Play a major-tonality ostinato accurately beneath a song.	melodic ostinato / texture / major / accompaniment / repeat	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Building texture with a minor accompaniment	I can accompany a minor tonality song with a melodic ostinato.	Knowledge: An ostinato must use pitches that fit the minor song being accompanied. Skill: Play a suitable minor-tonality ostinato while others maintain the melody.	minor / ostinato / accompaniment / texture / ensemble	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Layering accompaniments under major and minor folk songs	I can build texture as part of an ensemble, accompanying songs with a drone and melodic ostinato.	Knowledge: A drone and ostinato are different accompaniment layers. Skill: Combine and balance both parts beneath major and minor songs in an ensemble.	layer / texture / drone / melodic ostinato / ensemble	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection

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AUTUMN 2 – YEAR 4

Oak National Academy unit: Singing together: how stories are shared through song
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Storytelling through song	I can hear and understand part of a story told through song.	Knowledge: Songs can communicate characters and events in a story. Skill: Listen and describe what a song reveals about its narrative.	storytelling / narrative / song / character / expression	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	How songs tell stories in theatre	I can understand how different songs are used to tell us about stories and characters.	Knowledge: Theatre songs can use pitch, dynamics and tempo to portray a character. Skill: Identify musical clues and explain how they support the story.	theatre / character / dynamics / tempo / pitch	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Using opera to tell a story	I can talk about what opera is and how it is used to tell a story.	Knowledge: Opera tells a story through singing and dramatic performance. Skill: Listen to an operatic excerpt and explain how its singing communicates a scene.	opera / story / voice / character / performance	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Building and staging a song to tell a story	I can use my voice and body to share how a character is feeling in a song.	Knowledge: Voice and movement can show a character's feelings. Skill: Choose appropriate vocal expression and simple staging for a song.	staging / expression / dynamics / character / emotion	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Ensemble storytelling through song	I can demonstrate my understanding of opera by performing a song in character and conveying their emotional journey.	Knowledge: Performance choices can show how a character changes within a story. Skill: Rehearse and sing in role, coordinating voice, movement and expression.	ensemble / opera / character / rehearse / emotional journey	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Sharing stories through performance	I can share a story through song by performing in character.	Knowledge: A convincing song performance communicates narrative meaning to an audience. Skill: Perform in character with consistent voice, movement and ensemble timing.	performance / audience / character / expression / storytelling	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection

Planning note: follow the Oak lesson sequence in order. Adapt scaffolds, grouping and instrument choice to meet pupil need while preserving the same musical learning goal.

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 4

SPRING 1 – YEAR 4

Oak National Academy unit: Compose and Create: improvising within Hindustani classical music
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Playing taals and speaking bols	I can speak and clap a rhythm cycle (taal) in time.	Knowledge: A taal is a repeated rhythmic cycle; bols are spoken syllables representing drum sounds. Skill: Speak bols and clap a taal with consistent timing.	taal / bols / rhythm cycle / pulse / tabla	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	Singing and playing raags	I can sing and play notes from a raag.	Knowledge: A raag provides an organised set of pitches and characteristic melodic movement. Skill: Listen, sing and play the notes used in the taught raag.	raag / pitch / melody / tuned percussion / Hindustani	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Singing and playing a melody in a five note raag	I can sing and play a melody using a raag.	Knowledge: A melody can be shaped from the five notes of the selected raag. Skill: Sing and play a short raag-based melody with accurate pitch and rhythm.	five-note raag / melody / pulse / pitch / perform	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Improvising using a five note raag	I can improvise a short musical phrase using a five note raag.	Knowledge: Improvisation creates a musical idea in the moment within musical constraints. Skill: Invent and repeat short phrases using only the taught five-note raag.	improvise / phrase / raag / toneset / respond	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Combining taals and raags	I can play and sing a melody in time to a rhythm cycle.	Knowledge: Taal and raag provide rhythmic and melodic layers that can occur together. Skill: Play or sing the raag melody while keeping time with the rhythmic cycle.	taal / raag / layers / texture / ensemble	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Bringing together taal, raag, and drone	I can add a drone to the taal and raag for an effective Hindustani classical musical performance.	Knowledge: A drone supplies a sustained pitch layer alongside taal and raag. Skill: Rehearse, balance and perform the three layers as an ensemble.	drone / taal / raag / texture / performance	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection

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ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 4

SPRING 2 – YEAR 4

Oak National Academy unit: Playing together: effective rehearsing as part of an ensemble
6 lessons | 1 lesson per week | approximately 60 minutes

Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Practising effectively	I can learn a vocal melody, developing a range of strategies for practising effectively.	Knowledge: Focused practice improves pitch accuracy and musical memory. Skill: Learn a vocal melody through short sections, repetition and deliberate correction.	practise / strategy / melody / accuracy / improve	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	Practising a rhythmic accompaniment	I can practise a new rhythmic accompaniment and recognise strategies I can use to improve.	Knowledge: A rhythmic accompaniment must keep its pattern and pulse. Skill: Isolate difficult rhythms, practise slowly and gradually rejoin the whole pattern.	rhythmic accompaniment / tempo / rest / pulse / practise	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Practising a melodic accompaniment	I can practise a new melodic accompaniment and recognise strategies I can use to improve.	Knowledge: A melodic accompaniment combines a pitch sequence with rhythm. Skill: Practise short phrases with accurate notes and timing, then connect the sections.	melodic accompaniment / binary form / structure / tempo / practise	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Playing together as an ensemble	I can play my part confidently within a large ensemble.	Knowledge: Ensemble musicians listen while maintaining independent parts. Skill: Play an accompaniment confidently and balance it with the group.	ensemble / accompaniment / dynamics / rehearse / pulse	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Rehearsing as an ensemble	I can work in a small ensemble using effective rehearsal strategies to prepare for a performance.	Knowledge: Effective rehearsal identifies a problem, tries a strategy and checks improvement. Skill: Agree targets, practise in small groups and adjust timing or balance together.	rehearse / tempo / balance / dynamics / blend	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Performing and reflecting on the rehearsal journey	I can use feedback to refine an ensemble performance and can review the success of rehearsal strategies.	Knowledge: Feedback is useful when it identifies a specific improvement. Skill: Refine and perform the piece, then evaluate the rehearsal strategies that helped.	performance / feedback / refine / rehearse / ensemble	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection

ST PHILOMENAS PRIMARY SCHOOL – MUSIC MEDIUM TERM PLANNING – YEAR 4

SUMMER 1 – YEAR 4					
Oak National Academy unit: Compose and Create: composing a major melody on a stave 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Major tonalities	I can identify a major melody and describe its character.	Knowledge: A major melody uses notes organised around a major tonality. Skill: Identify a major melody by listening and describe its musical character.	major / tonality / tonic / character / melody	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	Major melodies and the major pentachord	I can read, sing and play the major pentachord and know it uses the first five notes of the major scale.	Knowledge: A major pentachord contains the first five notes of a major scale. Skill: Read, sing and play the pentachord with secure pitch and pulse.	major pentachord / scale / do re mi fa so / pitch / melody	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Reading the five note major pentachord scale	I can read and notate the ascending and descending major pentachord on a simplified stave.	Knowledge: Ascending notes move higher and descending notes move lower on a stave. Skill: Read and notate both directions of the major pentachord on a simplified stave.	ascending / descending / stave / notation / pentachord	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Reading and playing major melodies	I can read and play major melodies on tuned percussion.	Knowledge: Stave notation shows the pitches and rhythm of a melody. Skill: Decode and play a short major melody accurately on tuned percussion.	stave / tuned percussion / rhythm / pitch / melody	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Composing and notating a major melody	I can compose and notate a major melody considering the use of steps and leaps, repetition and melodic shape.	Knowledge: Steps, leaps, repetition and melodic shape can structure a melody. Skill: Compose and notate a major melody using these features deliberately.	compose / steps / leaps / repetition / melodic shape	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Reading and performing major melodies	I can perform my major melody composition with increasing accuracy and a steady pulse.	Knowledge: Notation helps another musician reproduce a composition. Skill: Rehearse and perform own and others' notated major melodies at a steady pulse.	perform / composition / accuracy / steady pulse / notation	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection

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SUMMER 2 – YEAR 4					
Oak National Academy unit: Singing for performance: discovering different ways to sing in harmony 6 lessons | 1 lesson per week | approximately 60 minutes					
Week	OAK LESSON	LEARNING OUTCOME	MUSICAL KNOWLEDGE & SKILLS	KEY VOCABULARY	ASSESSMENT / EVIDENCE
Week 1	Preparing for part work: staying in time and following melodic shape	I can keep in time with others and show melodic shape using actions.	Knowledge: A shared pulse and melodic shape help singers prepare for independent parts. Skill: Stay in time and show a melody's rises and falls through movement.	part work / pulse / melodic shape / ensemble / actions	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 2	Preparing for part work: practising songs in rhythm names and solfège	I can sing songs in rhythm names and solfège from memory.	Knowledge: Rhythm names represent durations and solfège represents pitch relationships. Skill: Sing familiar songs from memory using rhythm names and solfège.	solfège / rhythm names / pitch / memory / melody	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 3	Partner songs and rounds	I can perform partner songs and a round, singing at the right time with accuracy, and keeping a steady pulse.	Knowledge: A round staggers one melody; partner songs combine different melodies. Skill: Enter at the right time and maintain a part with accuracy and steady pulse.	partner song / round / part / accuracy / pulse	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 4	Rhythmic ostinato and practising rounds	I can perform a rhythm ostinato and practise round singing, holding my part confidently.	Knowledge: A rhythmic ostinato is a repeating rhythm beneath another musical part. Skill: Maintain an ostinato while rehearsing the staggered entries of a round.	rhythmic ostinato / round / layer / texture / confidence	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 5	Perform a melodic ostinato	I can perform and read a melodic ostinato.	Knowledge: A melodic ostinato repeats a pattern of pitched notes. Skill: Read and perform the pattern consistently alongside another vocal line.	melodic ostinato / notation / pitch / repeat / harmony	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection
Week 6	Harmony writing and singing in 2 or 3 parts	I can use solfège to compose harmony and perform songs in 2 or 3 parts.	Knowledge: Harmony involves different pitches sounding together in compatible vocal lines. Skill: Use solfège to compose a simple harmony and sing confidently in two or three parts.	harmony / solfège / two-part / three-part / countermelody	Teacher observation / Oak checks and quizzes where used / practical performance evidence / pupil reflection