

Year 4 Music Curriculum Overview

Subject-leader overview of cumulative Year 4 music learning

Cycle B

LKS2

Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

Optional: Add Instrument Lessons to Your Curriculum

Instrument lessons can be added to any year group at any time - it is entirely the teacher's choice when to introduce them. KS2 is where the National Curriculum particularly recommends instrumental learning, but there is nothing stopping earlier delivery. Teachers can learn and lead sessions themselves, or simply let the step-by-step videos lead the class.

[Click here to add instruments \(you must be logged in\)](#)

Subject

Music

Year 4 is shaped by rock and roll, combining style study, ensemble performance, rhythm reading, chord listening and increasingly thoughtful explanation of what pupils hear.

Brief description

- Children learn to recognise key features of rock and roll through listening, movement, singing and karaoke-style performance.
- Notation and musicianship are extended through time signatures, bars, rests, on-beat and back-beat, and sound / silence grids.
- Listening becomes more analytical as pupils identify missing instruments, hear major and minor quality, and justify their answers with evidence.

Genres / styles / listening focus

- Rock and roll is the central style focus across the year.
- Listening and context include Wanda Jackson, Etta James, Elvis Presley, Buddy Holly and Little Richard.
- Instrument-role study includes drums, bass, guitar, keyboard, vocals and the rhythm section.
- Performance moves from class singing to increasingly independent karaoke-style singing.
- Children explore groove, riff, back-beat, dynamics and ensemble texture through repeated listening.

Skills and theory introduced

- Understanding rock and roll as a style with characteristic groove, instruments and vocal features.
- Counting four beats in a bar using a time signature and later comparing 4/4 with 3/4.
- Understanding the difference between pulse and rhythm.
- Reading and clapping crotchets, crotchet rests and minim rests while keeping the pulse going.
- Identifying major and minor chords by ear.
- Learning about on-beat and back-beat within 4/4.
- Using crescendo, diminuendo and later dynamic markings to control expression.
- Representing sound and silence, and later loud and quiet, on simple grids.
- Developing coordination through Weekly Drum Routines 3 and 4.
- Using Rainbow Dots and Musical Morse Code to strengthen reading and listening connections.

Skills and theory revisited / developed

- Rock and roll movement, singing and performance are revisited so confidence and stylistic control grow across the year.
- Counting accurately through rests is revisited and developed through increasingly longer silent beats.
- Chord listening is revisited so pupils can explain major or minor choices more securely.
- Detective listening is revisited so children listen for missing instruments and justify answers with evidence.
- Desk drumming develops timing, coordination and ensemble stamina.
- Pitch-direction listening and short / long sound recognition are revisited through repeated games and code work.
- Karaoke performance develops independence, clear diction and steady pulse.

Key vocabulary

• rock and roll	• bar	• minor	• sound
• pulse	• barline	• on-beat	• silence
• rhythm	• crotchet	• back-beat	• rhythm section
• time signature	• rest	• crescendo	• karaoke
• 4/4	• minim rest	• diminuendo	
• 3/4	• major	• dynamic markings	

Key fun facts

- In 4/4, on-beat work is linked to beats 1 and 3.
- Back-beat in rock and roll falls on beats 2 and 4.
- A minim rest lasts for two beats of silence.
- The rhythm section includes instruments such as drums, bass, guitar and keys.
- Dynamic markings help musicians show whether music should be louder or quieter.

National Curriculum Learning Outcomes

All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking

- LO1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- LO2** Play tuned and untuned instruments musically
- LO3** Listen with concentration and understanding to a range of high-quality live and recorded music
- LO4** Experiment with, create, select and combine sounds using the inter-related dimensions of music
- LO5** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- LO6** Develop an understanding of the history of music

Source: *National Curriculum in England: Music Programmes of Study*

Curriculum links

- Performs and sings with growing fluency in ensemble and karaoke contexts.
- Listens analytically to identify instruments, chord quality and stylistic features.
- Uses and understands notation through bars, time signatures, note values, rests and grid-based representation.
- Develops control, coordination and timing through desk drumming and movement.
- Builds historical awareness through a focused study of rock and roll artists and conventions.