

Year 4 MusicMedium Term Plan

| Time | National Curriculum Learning Objective | Suggested Activities | Resources | Comment |
|----------|--|--|---|---------|
| Week 1-6 | <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - Treble clef sign - Stave - Bar and Bar lines - Double bar line - Time notes (crotchet, minim and semibreve) - Pitches C, D and E <p>Demonstrate the facilities on Tuned Percussion Instruments</p> <ul style="list-style-type: none"> - Posture - Mallets - Tempo <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - Notes C, D and E - Dynamics - Rhythm - Tempo | <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Individual, Peer, Group working</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> | <p>Flash cards Projector</p> <p>Piano, Keyboards, Xylophones ,Chime Bars and boom whackers Sheet music Music track Projector</p> <p>Flash cards Projector</p> | |

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| Week 7-12 | <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none">- Treble clef sign- Stave- Bar and Bar lines- Double bar line- Time notes (crotchet, minim and semibreve)- Pitches F And G <p>Demonstrate the facilities on Tuned Percussion Instruments</p> <ul style="list-style-type: none">- Posture- Mallets- Tempo <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none">- Notes F And G- Dynamics- Rhythm- Tempo | <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Individual, Peer, Group working</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> | <p>Flash cards Projector</p> <p>Piano, Keyboards, Xylophones ,Chime Bars and boom whackers Sheet music Music track Projector</p> | |
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| Week 13-18 | <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - Treble clef sign - Stave - Bar and Bar lines - Double bar line - Time notes (crotchet, minim and semibreve) - Pitches A, B And C <p>Demonstrate the facilities on Tuned Percussion Instruments</p> <ul style="list-style-type: none"> - Posture - Mallets - Tempo <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - Notes A, B And C - Dynamics - Rhythm - Tempo | <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Individual, Peer, Group working</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> | <p>Flash cards Projector</p> <p>Piano, Keyboards, Xylophones ,Chime Bars and boom whackers Sheet music Music track Projector</p> | |
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| <p>Week 19-24</p> | <p>Exploring Long and Short</p> <ul style="list-style-type: none"> • Use their voices to make a variety of long and short sounds • Respond to long and short sounds through movement • Make sounds of different duration on untuned percussion instruments • Make sounds of different duration using voices and instruments • Use instruments to create sequences of long and short sounds • Explore long and short sounds on classroom instruments • Combine long and short sounds to fit in with a steady beat | <ul style="list-style-type: none"> • Sing Some sounds are short and make sequences of long and short vocal sounds • Recognize long and short vocal sounds • Accompany the song with long and short instrumental sounds • Sing Some sounds are short and make sequences of long and short instrumental sounds • Accompany the song with a long-short instrumental sequence • Focus on the long and short sounds in the song • Learn word rhythms from the song • Identify sequences of long and short sounds in the rhythms • Accompany the song with instruments playing sequences of long and short • Listen to the song and mark long and short sounds with actions • Listen to galloping rhythms in The jockeys' dance • Learn to sing songs, focusing on the beat and word rhythms | <ul style="list-style-type: none"> • Music Express book • Classroom instruments • Internet • CD's <p>Smart board</p> |
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Year 4 Music Medium Term Plan

Week 25-31

Exploring timbre, tempo and dynamics

- *Identify that sounds can be used Descriptively*
- *describe an Environment by music*
- *Identify that sounds made by different sound sources*
- *Identify that words can describe sounds*
- *Identify that sounds can be changed*
- *Identify how sounds can be combined*
- *Create a class composition using simple structures*

- *Listen to the song and perform the chant in voices which describe different feelings*
- *Learn to sing the song and use voices descriptively*
- *Listen to the song and describe the sounds*
- *Select instruments to accompany the song*
- *Listen to the song to notice and identify the accompanying instruments*
- *Listen to Storm and describe the effect*
- *Perform Storm and control the volume*
- *Perform Storm with instruments and control volume*
- *Improvise a performance of the song*
- *Add sounds to the recording the song*
- *Perform the song with instrumental interludes*

- *Music Express book*
 - *Classroom instruments*
 - *Internet*
 - *CD's*
- Smart board*

Year 4 Music Medium Term Plan

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| <p>Week 32-36</p> | <p>Exploring pulse and rhythm</p> <ul style="list-style-type: none"> • Identify steady beat (pulse) • Control beat • Identify by rhythm • Combine beat and rhythm • Recall and copy rhythm Patterns • Create rhythm patterns based on words and phrases • Use beat and rhythm to create an accompaniment for a chant/song | <ul style="list-style-type: none"> • Use the song <i>Down the avenue to move, sing and clap at different speeds</i> • Listen to <i>March past of the kitchen utensils</i> • Sing the action song <i>Kye kye kule</i> • Sing <i>Someone's in the kitchen with Dinah</i> and mark the beat with actions • Play <i>Beat or rhythm?</i> with <i>Kye kye kule</i> • Listen to <i>March past of the kitchen utensils</i> to identify beat and rhythm • Play <i>Someone's in the kitchen with Dinah</i> with instruments • Play <i>Beat or rhythm?</i> with familiar songs • Learn the rhythms of the song • Play the song <i>To practice recognizing clapped word rhythms</i> • Perform the beat and word rhythms in the song • Invent a new class version of the song • Accompany the song with instruments • Sing the song and combine the beat and word rhythms • Listen and move to the song • Perform the word rhythms on instruments <p><i>Rehearse a performance the song</i></p> | <ul style="list-style-type: none"> • Music Express book • Classroom instruments • Internet • CD's <p>Smart board</p> | |
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