

Year 4 Music Medium 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 - Staff - Bar and Bar lines - Double bar line - Time signature - Repeat sign - Breath mark - Time notes (crotchet, minim and semibreve) - Pitches B, A and G <p>Demonstrate the facilities on recorder</p> <ul style="list-style-type: none"> - Blowing - Tonguing - Fingering for the notes B and A <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - New note G - Dynamics - Rest signs <p>Demonstrate the facilities on recorder</p> <ul style="list-style-type: none"> - Fingering for the note G, A and B 	<p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes B and A</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes G, A and B</p> <p>Lecture, discussion, demonstration</p>	<p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p> <p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p>	

Year 4 Music Medium Term Plan

<p>Week 7-12</p>	<p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - Treble clef sign - Staff - Bar and Bar lines - Double bar line - Time signature - Repeat sign - Breath mark - Time notes (crotchet, minim and semibreve) - Pitches B, A and G <p>Demonstrate the facilities on recorder</p> <ul style="list-style-type: none"> - Blowing - Tonguing - Fingering for the notes B and A <p>Reading Music/ Identifying musical symbols</p> <ul style="list-style-type: none"> - New note G - Dynamics - Rest signs <p>Demonstrate the facilities on recorder</p> <ul style="list-style-type: none"> - Fingering for the note G, A and B 	<p>Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes B and A</p> <p>Lecture, discussion, demonstration Drills with flash cards Rhythm pattern recognition games Handouts and worksheets</p> <p>Blowing Tonguing Fingering exercise for the notes G, A and B</p>	<p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p> <p>Flash cards Projector</p> <p>Recorder Sheet music Music track Projector</p>	
------------------	---	---	---	--

Year 4 Music Medium Term Plan

<p>Week 13-18</p>	<ul style="list-style-type: none"> • <i>To identify how music can be used descriptively, eg. to represent different animal characteristics</i> • <i>Use the musical elements to describe animals</i> • <i>Use movement to describe different animals</i> • <i>Match sounds and movement descriptively</i> • <i>Select particular ways in which the elements can be combined expressively</i> 	<ul style="list-style-type: none"> • <i>Discuss how different animals are described by the words and music in Tortoise song</i> • <i>Prepare movements to add to the song</i> • <i>Perform Tortoise song with mimed greetings and tuned percussion accompaniment</i> • <i>Discuss the use of words and music in Sea slugs and jellyfish and in Seagulls</i> • <i>Listen to one composer's descriptions of different animals in music</i> • <i>Move in character to the music of Bear Dance</i> • <i>Think of words to describe animal movements</i> • <i>Invent music to represent different animal movements</i> • <i>Extend the animal movements into a Sequence</i> • <i>Develop an animal narration and mime as a group</i> • <i>Add music to the narration and mime</i> • <i>Perform and evaluate the final Animal Miniatures</i> • <i>Discuss what we mean by accompaniment in music</i> • <i>Listen to different ways in which instruments accompany a song</i> • <i>Sing the accompaniment to How doth the little crocodile</i> • <i>Work with the melody of Hill an gully</i> 	<ul style="list-style-type: none"> • <i>Music Express book</i> • <i>Classroom instruments</i> • <i>Internet</i> • <i>CD's</i> <p><i>Smart board</i></p>	
-------------------	---	--	---	--

Year 4 Music Medium Term Plan

<p>Week 19-24</p>	<ul style="list-style-type: none"> • <i>Identify musical accompaniments</i> • <i>Explore melodic phrases</i> • <i>Explore rhythmic patterns</i> • <i>About expressive use of elements</i> • <i>How to present a class performance</i> 	<ul style="list-style-type: none"> • <i>Identify and play by ear a melodic phrase of Hill an gully</i> • <i>Explore phrases from Hill an gully as an introduction to the song</i> • <i>Explore the different beats of Ol Mas Charlie</i> • <i>Learn some repeated rhythm patterns in Ol Mas Charlie</i> • <i>Combine rhythm patterns from the song</i> • <i>Identify some of the different purposes of songs</i> • <i>Listen to a selection of songs which have different purposes</i> • <i>Select songs for a radio audience</i> • <i>Create the text for a radio jingle</i> • <i>Develop the jingle and explore ways of performing the words</i> • <i>Finalise the jingle</i> • <i>Decide upon the structure of the radio show</i> • <i>Rehearse then perform the class radio show</i> <p><i>Listen to and evaluate a recording of the class radio show</i></p>	<ul style="list-style-type: none"> • <i>Music Express book</i> • <i>Classroom instruments</i> • <i>Internet</i> • <i>CD's</i> <p><i>Smart board</i></p>	
-------------------	--	--	---	--

Year 4 Music Medium Term Plan

<p>Week 25-31</p>	<ul style="list-style-type: none"> • <i>Identify pentatonic scales and how they are used in music</i> • <i>How simple tunes can be based on a pentatonic scale</i> • <i>Create different textures using the pentatonic scale</i> • <i>Create a class performance</i> 	<ul style="list-style-type: none"> • <i>Sing the song Old MacDonald had a Glock</i> • <i>Work out the melody of Old MacDonald had a glock by ear</i> • <i>Identify what is meant by pentatonic scale, using Old MacDonald had a glock as an example</i> • <i>Sing the pentatonic song What you got?</i> • <i>Accompany the song using notes from the C pentatonic</i> • <i>Perform and appraise a performance of the song accompanied by notes of the C pentatonic</i> • <i>Improvise one line of a tune using notes from the C pentatonic scale</i> • <i>Improvise a line with a more complex rhythm pattern</i> • <i>Combine rhythm and melody in What pattern's this?</i> • <i>Sing two pentatonic songs at the same time</i> • <i>Add an accompaniment to What you got? and Old MacDonald had a glock</i> • <i>Record and appraise a class performance of the two songs</i> • <i>Learn about the perceptions of dragons in different cultures</i> • <i>Create text for a Chinese dragon song</i> • <i>Create music for the Chinese dragon song</i> • <i>Perform the Chinese dragon song to a backing track</i> • <i>Play the conductor game to perform the Chinese dragon song</i> 	<ul style="list-style-type: none"> • <i>Music Express book</i> • <i>Classroom instruments</i> • <i>Internet</i> • <i>CD's</i> • <i>Smart board</i> 	
-------------------	--	---	---	--

Year 4 Music Medium Term Plan

<p>Week 32-36</p>	<ul style="list-style-type: none"> • <i>Sing and play a range of singing games</i> • <i>Identify that singing games have specific musical characteristics that contribute to their success</i> • <i>Clap/tap the pulse and how to create rhythmic ostinato</i> • <i>Make up tunes for their own singing games and add appropriate actions</i> • <i>Make up tunes for their own singing games and add appropriate actions</i> 	<ul style="list-style-type: none"> • <i>Watch and discuss some playground singing games</i> • <i>Try playing each singing game</i> • <i>Explore the musical and physical Characteristics of each singing game</i> • <i>Perform the singing games from lesson 1 and watch some new games</i> • <i>Try playing four singing games with different actions</i> • <i>Think about the characteristics singing games have in common</i> • <i>Learn Pass the pebble on and move in time to the steady beat</i> • <i>Play the game, Pass the pebble on</i> • <i>Explore two different pulses in Pass the pebble on</i> <i>Identify rhythm patterns from different singing games</i> • <i>Play the rhythm patterns on untuned Percussion</i> • <i>Play the game, Pass the pebble on, with ostinato accompaniments</i> 	<ul style="list-style-type: none"> • <i>Music Express book</i> • <i>Classroom instruments</i> • <i>Internet</i> • <i>CD's</i> <i>Smart board</i> 	
-------------------	---	--	--	--