

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 - Staff - Bar and Bar lines - Double bar line - Time signature - Repeat sign - Breath mark - Time notes (crotchet, minim and semibreve) - Pitches B and A <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>Meet the Composer</p> <ul style="list-style-type: none"> - L. V. Beethoven 	<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>Internet</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>	

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<p>Week 7-12</p>	<p>Musical focus: Exploring sounds</p> <ul style="list-style-type: none"> • Learning about classifying instruments by the way sounds are produced • Learning some simple beatboxing sounds • Singing a song and adding beatboxing sounds <ul style="list-style-type: none"> • Learning about aerophones • Learning to sing partner songs <ul style="list-style-type: none"> • Learning about classifying instruments by the way sounds are produced • Exploring the combined expressive effects of different instrument groups 	<p>Exploring our voices Explore the voice as an instrument, and beatbox drum kit sounds</p> <p>Mix it up Learn to sing a song and add beatbox sounds</p> <p>Make it up Children invent their own beatbox pattern to perform in a song</p> <p>When the saints Identify and respond to four well-known instruments in a song</p> <p>Saint train swing sing Learn to sing four spirituals and identify their melody instrument</p> <p>Saint train swing sing performance Combine singing four songs together in a performance</p> <p>In the mood Classify the dance band instruments playing In the mood</p> <p>Hey, Mr Miller Learn a song and use actions to demonstrate its structure</p> <p>Hey, Mr Miller ~ round Sing Hey, Mr Miller as a three-part round</p>	
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Week 13-18	<p>Musical Focus: Exploring Beat</p> <ul style="list-style-type: none"> • Learning about verse and chorus song structure • Combining four body percussion ostinati as a song accompaniment <ul style="list-style-type: none"> • Understanding texture • Learning about layered structure in a rhythmic ostinato piece • Creating rhythmic ostinati • Accompanying a melody with a drone <ul style="list-style-type: none"> • Describing the structure of a piece of orchestral music • Reading a clock score to play a piece combining drone and melodic ostinati • Using rondo structure to build a performance 	<p>Everybody's building Learn a verse and chorus song</p> <p>Ostinato building Accompany the chorus of Everybody's building with ostinati</p> <p>Build Listen to and identify the structure of Build</p> <p>Building it up Create a layered rhythm piece</p> <p>Building up instruments Play Building it up on instruments</p> <p>Off we go! Learn to sing the opening melody of Departure from Winter bonfire by Prokofiev</p> <p>Departure Identify the structure of Departure from Winter bonfire by Prokofiev</p> <p>Wheels in motion Play melodic ostinati based on Departure</p> <p>Wheels in motion departures Improvise melodies in a rondo performance of Wheels in motion</p>	<ul style="list-style-type: none"> • Tuned percussion - notes C and G • Five sets of unturned percussion, eg claves, shakers, guiros, hand drums, Indian bells <ul style="list-style-type: none"> • Tuned percussion - notes C and G • Five sets of unturned percussion, eg claves, shakers, guiros, hand drums, Indian bells <ul style="list-style-type: none"> • Tuned percussion, keyboards, recorders, chime bars - notes: - C E G A - C G A - F E - G A - C G
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<p>Week 19-24</p>	<p>Musical Focus: Exploring Pitch</p> <ul style="list-style-type: none"> • Exploring the pentatonic scale • Playing leaps • Reading graphic notation • Developing listening skills • Describing music using musical and non-musical terms • Composing and notating pentatonic melodies • Playing a pentatonic song with leaps • Combining tuned, untuned percussion and singing 	<p>Me Tarzan, you Jane Sing an action song as a round following a movie</p> <p>Pentatonic melodies Listen to pentatonic melodies in songs</p> <p>Swing low melody Follow the pitch shape of a melody with audio and notation</p> <p>Pentatonic planet Listen to three pentatonic pieces, identifying the country of origin</p> <p>Pentatonic improvisations Feel the mood of two pieces of music through improvising pentatonic melodies</p> <p>Hex globe note trail Compose pentatonic melodies using a note trail</p> <p>Where is the beat? Learn to perform off-beat vocal rhythms and identify them in a song</p> <p>Kwaheri rhythms Perform rhythm patterns on untuned percussion to accompany a song</p> <p>Kwaheri melody Learn to play the Kwaheri melody on tuned percussion for a performance</p>	<ul style="list-style-type: none"> • Tuned percussion (eg chime bars, boomwhackers, handbells, xylophones etc) notes C D E F G A • Tuned percussion notes C D F G A C' D' • Tuned percussion (eg xylophone, glockenspiel etc) notes C D E F G A C' D' • Untuned percussion, eg wood block, claves, cowbell • Tuned percussion notes C D F G A
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<p>Week 25-31</p>	<p>Musical Focus: Performance</p> <ul style="list-style-type: none"> • Looking at music notation with reference to metre and accent • Building an extended performance piece from a poem • Using canon and ostinati as accompaniments • Paying attention to notation, accent, diminuendo and balance • Using beatbox techniques to imitate the sound of a drum kit • Performing a rap with a vocal beatbox accompaniment • Performing a poem with rhythmic accuracy (choral speaking) • Devising a rhythmic accompaniment based on repeated text fragments • Balancing voices in a performance 	<p>Hand on the bridge Watch the performance of the poem Hand on the bridge Feel the rhythm of time Learn an ostinato to accompany the poem Hand on the bridge performance Perform the poem in canon and add an ostinato accompaniment</p> <p>Write-a-rap rap Learn the poem Write-a-rap rap by Tony Mitton Beatbox rhythms Learn a beatbox accompaniment to a rap Write-a-rap rap performance Record a complete performance of Write-a-rap rap</p> <p>From a railway carriage Read and discuss the poem From a railway carriage Train wheel rhythms Learn a vocal ostinato accompaniment to the poem From a railway carriage performance Combine the poem and ostinati in a performance</p>	<ul style="list-style-type: none"> • Untuned percussion, eg shakers, drums, tambours • A tambour • Untuned percussion instruments 	
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<p>Week 32-36</p>	<p>Musical: Focus: Exploring Notation</p> <ul style="list-style-type: none"> • Learning to play a Renaissance dance from notations • Composing a fanfare • Understanding simple musical structures • Learning a dance and playing music used for celebrations • Learning a 1960s pop song • Creating a performance 	<p>La Morisque Identify structure in the dance and fanfare versions of La Morisque</p> <p>La Morisque melody Learn a Renaissance dance melody with rhythm accompaniment</p> <p>La Morisque performance Compose a fanfare and perform it as an introduction to La Morisque</p> <p>Long dance Dance in time with the beat and rhythm of The long dance</p> <p>Bridal march Learn a rhythmic ostinato to perform with the Bridal march</p> <p>Bridal march performance Learn to perform a simplified version of Wagner’s Bridal march</p> <p>Let’s dance Sing Let’s dance, adding dance moves from the 1960s</p> <p>Let’s dance accompaniment Learn an instrumental accompaniment to Let’s dance</p> <p>Let’s dance performance Put together a performance of Let’s dance</p>	<ul style="list-style-type: none"> • Tuned percussion - notes E F G A B flat C • Untuned percussion, eg drums, tambourines, bells • Untuned percussion, eg tambours • Sets of tuned percussion: <ul style="list-style-type: none"> - melody notes - C D E - chords - C E G; G B D - bass - G B C - fanfare – G • Untuned percussion, eg drums, tambourines • Tuned instruments, eg ukulele, guitar – notes C F G • Keyboard – notes C F G A Bflat • Tuned percussion – notes C F G A Bflat
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