

Music Year Four



Summer 1: Compose With Your Friends

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Prior Unit:

Exploring Feelings When You Play

Future Unit:

Feelings Through Music

Sticky knowledge and skills:

- To identify legato and staccato.
- To think about why the song or piece of music was written.
- Recognise the music style and any important features that distinguish the style.
- Talk about the different styles of singing used for different styles of song.
- Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
- Explore improvisation within a major scale using the notes- CDE CDEGA CDEFG DEF#AB DEFGA
- To use simple dynamics.
- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.
- Include instrumental parts, improvisatory sections, composed passages within the rehearsal and performance.
- Use the structure of the song to communicate its mood and meaning in the performance.
- To be able to discuss how any future performances might be different.

Vocabulary:

Pupils will be taught the meaning of and encouraged to use:

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, timbre, tonality, structure, improvise, hook, riff, ostinato, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/ electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, percussion, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, legato, staccato, forte, piano, fortissimo, pianissimo, Contemporary R & B, Classical music, Choral music, Electronic Dance Music (EDM), crescendo, diminuendo, mezzo forte, mezzo piano.

	LO	Lesson outline
Lesson 1	LO: I can perform a part on my instrument while others are playing something different.	<p>The unit question is: How does music improve our world? Refer back to this question as you move through each lesson in this unit.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 3/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers • Listen to and copy back three-note melodic patterns using the notes G, A, B from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G and A or G, A and B • Begin to understand the importance of warming up your face, body and voice • Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D

		<ul style="list-style-type: none"> • C, D, E • C, D, E, G, A <p>Listening Listen to ` Bringing us Together`. Explain it is a disco song, the style and arrangement of a disco song is about unity, bringing us together. How does this style of music bring people together? Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` Bringing us Together ` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing Play your instruments with the song ` Bringing us Together `. Choose which glockenspiel parts you want to learn. These parts are differentiated. Part 1 being the most difficult and part 4 being the easiest. Start with the parts that are relevant to the class. The children can learn the parts by ear and with notated parts. The glockenspiel parts use the following notes- Part 4: C Part 3: G, A, C Part 2: G, A, C Part 1: G, A, C</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Bringing us Together ` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 2</p>	<p>LO: To compose a 4 beat melody for my instrument.</p>	<p>Recap- What song did we learn to sing last week? Can you remember what the song was about and anything else connected to it and you?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 3/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers • Listen to and copy back three-note melodic patterns using the notes G, A, B from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G and A or G, A and B • Begin to understand the importance of warming up your face, body and voice • Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D • C, D, E • C, D, E, G, A <p>Listening Listen to ` Mambo from West Side Story`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song ` Bringing Us Together` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning</p>

		<p>sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Composing and improvisation</p> <p>There are several improvise and/or compose options. Decide which activity below to use in the lesson and perhaps use the others for extension work.</p> <p>Compose with the song `Bringing us Together`.</p> <p>Please use the composition guide to support this activity. In this activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance.</p> <p>Creating an accompaniment</p> <p>Using the notes C and G on glockenspiels, create an accompaniment to the song. Use minims (two-beat notes), decide where the notes will fit over the track and then play along. You could use this in your performance.</p> <p>Create a graphic score- Unity</p> <p>The children will be given the opportunity to create their own graphic scores with the title `Unity`. Explain that a graphic score is an exciting and creative way to write a musical composition. It involves using: shapes, squiggles, letters, pictures, anything you would like to represent the music you are creating. They will use their imagination to decide what will happen in the story and how they will tell it with sound and instruments.</p> <p>Compose with a theme- Unity</p> <p>This activity uses a different backing track in which you can create your own melody inspired by a given theme. Choose from the differentiated note sets as a whole class or in groups, compose a new melody. Children compose an eight- bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.</p> <p>Music Notepad</p> <p>Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place in this unit. The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and numbers of bars. Once these have been selected, you are able to notate your own composition.</p> <p>Performing</p> <p>Create and present a holistic performance of `Bringing us Together` a short performance for the end of the lesson. Share the fun you had in the lesson. You can sing and add any of the musical activities you have practiced with the song.</p>
<p>Lesson 3</p>	<p>LO: To be able to discuss why the piece of music was written.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Bringing us Together`.</p> <p>Musicianship options</p> <p>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music</p> <p>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 3/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers • Listen to and copy back three-note melodic patterns using the notes G, A, B from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G and A or G, A and B • Begin to understand the importance of warming up your face, body and voice • Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together</p> <p>This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D • C, D, E • C, D, E, G, A <p>Listening</p> <p>Listen to `Old Joe Clark`. Explain the song is a folk song. Folk songs are found in all cultures throughout the world and are passed down through singing from person to person. Why are traditions important and worth recording in music? Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p>

		<p>Singing Learn to sing the song `Old Joe Clark`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Playing Play your instruments with the song ` Old Joe Clark `. Choose which glockenspiel parts you want to learn. These parts are differentiated. Part 1 being the most difficult and part 4 being the easiest. Start with the parts that are relevant to the class. The children can learn the parts by ear and with notated parts. The glockenspiel parts use the following notes- Part 4: D Part 3: D, E, F#, A, C Part 2: D, E, F#, G, A, B, C Part 1: D, E, F#, G, A, B, C</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Old Joe Clark ` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 4</p>	<p>LO: I can improvise using a glockenspiel.</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about folk music?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 3/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers • Listen to and copy back three-note melodic patterns using the notes G, A, B from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G and A or G, A and B • Begin to understand the importance of warming up your face, body and voice • Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D • C, D, E • C, D, E, G, A <p>Listening Listen to the song `Bachianas Brasileiras No. 2- The Little Train of The Caipira`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing Learn to sing the song `Old Joe Clark`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Composing and improvisation Improvise with the song ` Old Joe Clark ` Think about the differences between improvising and composing. The children will be using up to three or 5 notes suggested. They can improvise together, in groups or as a soloist.</p> <p>Option 1. Improvise Together</p>

		<p>You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p> <p>Option 2. Improvise with the song</p> <p>Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in `Perform the song`.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Old Joe Clark` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 5</p>	<p>LO: I can listen to music and describe some of the musical features.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Old Joe Clark` together.</p> <p>Musicianship options</p> <p>As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music</p> <p>As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 3/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers • Listen to and copy back three-note melodic patterns using the notes G, A, B from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G and A or G, A and B • Begin to understand the importance of warming up your face, body and voice • Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together</p> <p>This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • C, D • C, D, E • C, D, E, G, A <p>Listening</p> <p>Listen to the song `Dance with me`. Explain this song is a 20th and 21st century orchestral waltz in ¾ time. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary.</p> <p>Singing</p> <p>Learn to sing the song `Dance with me`. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Dance with me` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 6</p>	<p>LO: To be able to discuss how any future performances might be different.</p>	<p>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</p> <p>Listening</p> <p>In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank `listen and respond` form where they can write their comments/responses and answers. Listen to the song `Mambo From West Side Story`. Complete the three steps for listening 1. Listen 2. Respond 3. Did You Know? Encourage the children to listen, move, dance, march and enjoy the music. Use the prompts on screen to discuss the music, how it makes us feel and why. Try to relate to musical concepts such as: beat, tempo, dynamics etc.</p> <p>Singing</p> <p>As a class choose a song to revisit singing from the list on the screen.</p>

- Learn to sing the song as part of an ensemble/choir
- Follow a leader/conductor
- Understand the meaning of the song
- Demonstrate and maintain correct posture and breath control

Playing

Recap playing tuned percussion with your chosen song for the performance.

Composing and Improvising

Revisit the improvising and composing activities connected to the song you are preparing for the final performance.

Performing

Complete a performance of your chosen song from the unit. Record the performance using an iPad.

When performing guide the class to discuss:

- How do we take our places?
- How do we sit or stand to perform? How do we know when to start?
- How might we introduce a piece of music?
- How do we say thank you to the audience for listening?

After the performance guide the children to discuss:

- Did you enjoy the performance?
- How did it make you feel?
- Were all of the performers focused and concentrating during the performance?
- If there was a song, could you hear the words?
- If there was a song, can you remember what the song was about?
- Who else might enjoy the performance?

Complete quiz together- Year 4 Unit 3

The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.