

Music Year Four



Spring 2: Exploring Feelings When You Play

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:

Musical Structures

Future Unit:

Compose with your friends

Sticky knowledge and skills:

- To identify the tempo as fast, slow or steady.
- To discuss the structures of songs.
- Know and understand what a musical introduction is and its purpose.
- Recall by ear memorable phrases heard in the music.
- Rehearse and learn songs from memory or with notation.
- Sing expressively, with attention to breathing and phrasing.
- Explore standard notation, using 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.
- Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Play and perform melodies following staff notation.
- To be able to explain why a song was chosen for the performance including its composer and the historical and cultural context of the song.

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: To be able to identify the tempo as fast, slow or steady.	<p>The unit question is: How does music connect us with our past? 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 2/4 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 F, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of F and G or F, G and A • 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</p>

		<p>Listen to ` Looking in The Mirror`. Explain it is an energetic song. The lyrics of this song are telling us to remember where we come from, who we are and how important that can be. 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 ` Looking in The Mirror ` 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 choregraph 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 ` Looking in The Mirror `. 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: C, D, E, G Part 2: C, D, E, G Part 1: C, D, E, G</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Looking in The Mirror ` 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 improvise on a limited range of pitches using the glockenspiel.</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 2/4 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 F, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of F and G or F, G and A • 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 ` It's All About Love`. 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 ` Looking in The Mirror ` 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 choregraph 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

		<ul style="list-style-type: none"> • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control <p>Composing and Improvisation Improvise with the song ` Looking in The Mirror ` 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 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 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 Create and present a holistic performance of `Looking in The Mirror` 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 perform different pieces of music on a glockenspiel confidently.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` Looking in The Mirror` together.</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 2/4 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 F, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of F and G or F, G and A • 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 ` Take Time in Life `. This song is a folk song. They are fond in all cultures throughout the world and are passed down through singing from person to person. This song is telling us to take our time and not rush into things. Why do you think that is important? Are there things you wished you had taken more time over? 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 `Take Time In Life`. 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 ` Take Time in Life `. 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-</p> <p>Part 4: G Part 3: G, A, B, C, F# Part 2: G, A, B, C, F# Part 1: G, A, B, C, F#</p> <p>Performing</p>

		<ul style="list-style-type: none"> • Create and present a holistic performance of `Take Time in Life` 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: To be able to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.</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 2/4 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 F, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of F and G or F, G and A • 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 `Peridido`. 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 `Take Time in Life`. 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 choregraph 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 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 `Take Time in Life`. 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 Using the notes G and D 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>Compose with a theme- Contemporary RnB track 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 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> <ul style="list-style-type: none"> • Create and present a holistic performance of `Take Time in Life` 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

		<ul style="list-style-type: none"> • 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: To sing in harmony confidently.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Take Time in Life` together.</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>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 2/4 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 F, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of F and G or F, G and A • 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 `Scarborough Fair`. Explain the song is a famous English Folk song from the middle ages. Folk songs are usually passed down from generation to generation so that certain tales and aspects of society aren't lost. Why do you think it is important to preserve songs such as this? 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 `Scarborough Fair`. 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>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Scarborough Fair` 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 explain why a song was chosen for the performance including its composer and the historical and cultural context of the song.</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 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 `It's All About Love`. 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 As a class choose a song to revisit singing from the list on the screen.</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 Recap playing tuned percussion with your chosen song for the performance.</p>

Improvising and composing

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 2

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.