

Music Year Four



Spring 1: Musical Structures

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:
Opening Night

Future Unit:
Exploring Feelings When You Play

Sticky knowledge and skills:

- To recognise the style of music you are listening to.
- To talk about the words of a song.
- Find and demonstrate the steady beat.
- Think about why the song or piece of music was written.
- Sing `on pitch` and `in time`.
- Demonstrate good singing posture.
- Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- 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.
- Compose over a simple chord progression.
- Compose over a groove.
- Rehearse and enjoy the opportunity to share what has been learned in the lessons.
- Perform with confidence, a song from memory or using notation.

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 recognise the style of music you are listening to.	<p>The unit question is: How does music bring us together? Refer back to this question as you move through each lesson in this unit.</p> <p>Complete the year 4 baseline quiz</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 4/4 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 C, D, E from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of C and D or C, D and E 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

		<ul style="list-style-type: none"> • C, D, E, G, A <p>Listening Listen to `Hoedown`. Explain the song is a country song, it is a popular style of music originated in the southern states of America. 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. Explain that Hoedown is a 20th and 21st Century orchestral pop song created to be danced to. A Hoedown is an American tradition where people can gather to dance and socialise with each other.</p> <p>Singing Learn to sing the song `Hoedown` 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 `Hoedown`. 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: F, G Part 3: F, G, A, Bb, C Part 2: F, G, A, Bb Part 1: F, G, A, Bb, C</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Hoedown` 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: I can write my musical ideas down using graphic score and notation.</p>	<p>Recap- What song did we learn to sing last week? Can you remember what Hoedown is?</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 4/4 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 C, D, E from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of C and D or C, D and E 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 `Go Tell It On A Mountain`. 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 `Hoedown` 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

		<ul style="list-style-type: none"> • 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>Create a graphic score- `Living In The Country`</p> <ul style="list-style-type: none"> • Create a graphic score using sounds, rhythms and pitch • Keep a record of your composition; then you can play it again with your friends <p>Compose with a theme- `Living In The Country`. 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> <ul style="list-style-type: none"> • G, A, B • G, A, B, D, E • G, A, B, C, D, E, F# • Create and explain a simple melody with a musical shape using two, three, four or five notes • Identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note) • Keep a record of the composition to play it again • Structure musical ideas (eg using echo or question and answer phrases) to create music that has a beginning, middle and end. • Pupils should compose in response to different stimuli, eg stories, verse, images (paintings and photographs) and musical sources • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi) • Compose song accompaniments on untuned percussion using known rhythms and note values <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 Create and present a holistic performance of `Hoedown` 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 sing `on pitch` and `in time`.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Hoedown` 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 4/4 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 C, D, E from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of C and D or C, D and E 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 `I'm Always There`. This song is a Soul song. Soul is a popular style of music that was developed by African American musicians in the 1950s and often features heartfelt lyrics and smooth, emotional performances. Music can help us to portray a range of different emotions. Which styles suit certain emotions best? 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 `I'm Always There`. 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 `I'm Always There` 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 sing expressively, with attention to breathing and phrasing.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Hoedown` 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 4/4 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 C, D, E from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of C and D or C, D and E 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 `Trick or Treat`. 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 `I'm Always There`. 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 `I'm Always There` 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: To be able to talk about how songs and their styles connect to the world</p>	<p>Recap: Can you remember the song we learnt last week? Sing `I'm Always There` 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 4/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer.

		<ul style="list-style-type: none"> • 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 C, D, E from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of C and D or C, D and E 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 ` Martin Luther King `. Explain the song is an R & B song about the life and activism of Dr Martin Luther King. Discuss how he helped to inspire many people around the world to stand up for their own rights for the rights of others. 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 and rap along to the song ` Martin Luther King `. 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 `Martin Luther King` 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 rehearse and enjoy the opportunity to share what has been learned in the lessons.</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 ` Go Tell It On A Mountain `. 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> <p>Composing and Improvising Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing Complete a performance of your chosen song from the unit. Record the performance using an iPad. When performing guide the class to discuss:</p> <ul style="list-style-type: none"> • 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? <p>After the performance guide the children to discuss:</p> <ul style="list-style-type: none"> • Did you enjoy the performance? • How did it make you feel? • Were all of the performers focused and concentrating during the performance?

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| | | <ul style="list-style-type: none">• 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? |
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Complete quiz together- Year 4 Unit 1

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.