

Music

Medium Term Plan

Y4 - Developing singing technique

The Vikings (Kapow) - Autumn 2



Y4 - Body and tuned percussion (Kapow)		The Pillars of Progression	Vocabulary of Interrelated Dimensions
Class Text	Rainforest	<p>Technical Competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)</p> <p>Constructive Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.</p> <p>Expressive Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.</p>	<p>Pulse The regular heartbeat of the music. Steady beat.</p> <p>Rhythm Long and short sounds or patterns that happen over the pulse.</p> <p>Pitch High and low sounds.</p> <p>Tempo Speed of the music- fast, slow or in-between.</p> <p>Dynamics How loud or quiet the music is.</p> <p>Timbre All instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)</p> <p>Texture Layers of sound working together to make music very interesting to listen to.</p> <p>Structure Every piece of music has a structure (e.g. introduction, verse, chorus, ending)</p>
Hook	Pupils will watch the cup song and discuss how they think texture has been used and how effective this can be in song.		
Topic Reflection	Children will perform to the Y3 pupils the Rainforest melody using structure to create texture within music.		
Topic Outcome	Children will be able to identify structure in a piece of music and use this to compose their own melodies. Children will play in sequence and in time with their partners, using two contrasting rhythms and melodies together. Children will complete a piece of music with the four different layers with an appropriate structure.		

Composer:		
Maurice Ravel	Maurice Revel was a French composer. Revel liked animal and children and his work is often based around them. H liked to write about lands far away in his music. He wrote piano music, most of which is difficult to play. The Bolero is a 17 minute piece for an orchestra. A short versio was used for ice skaters in the 1984 Olympic games Revel played the piano similar to Handell and Mozart.	https://www.youtube.com/watch?v=r30D3SW4OVw Maurice Ravel – Bolero – YouTube Maurice Ravel Miroirs – YouTube Maurice Ravel Pavane for Dead Princess – YouTube

Previous Skills
<p>Verbalise feelings about music and identify likes and dislikes.</p> <p>Read musical notation and play the correct notes of the rag.</p> <p>Sing accurately from musical notation and lyrics.</p> <p>Sing and play and in time with other with some degree of accuracy and awareness of each other's parts.</p>

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 1	Listening	LO: Identify structure and texture in music.	Children will listen to the rain sound by clapping video and answer the key questions. Play the video again and encourage the children to join in. Introduce the arch-shape to represent structure. Listen to each section of the video again and discuss the layers (texture) of the music. In groups of four, children to recreate the sounds they heard and had seen.	I know what body percussion is. I know that structure means the organisation of the music into sections. I know that texture means how many different layers of music there are playing at a time. I can identify the different sections in a piece of music. I can identify how many layers there are in a piece of music.	Pitter, patter, raindrop, clapping, clicking, body percussion. I can hear... The texture is... The structure is... I think there are... layers.
Lesson 2	Composing, Performing	LO: Use body percussion (reinforce the keeping of a steady beat).	Children will listen to the clapping music. Gather and discuss their thoughts to the key questions. Introduce children to the boom, snap and clap actions. Children to follow the activity sequence then add in the stamp action. Pupils to record their own rhythms to perform. This can take the form of words or symbols.	I can describe a piece of music. I can use body percussion. I can perform in a given sequence and in time. I can create my own sequence. I can record my rhythm using symbols or words.	Tempo, rhythm, boom, clap, snap. I liked/disliked the clapping because... It is useful for our bodies to make sound because... Texture means...
Lesson 3	Composition, Performing	LO: Create musical rhythms using body percussion.	Children to look at the animals on the forest floor and the understory. Talk about the pitch and tempo of the rhythms. Model to the children the notations on Kapow and use this for children to perform in small groups. Allow children to create their own when appropriate.	I can use body percussion to make two different rhythms. I can consider the structure and rhythm of my composition. I can record my rhythm.	Structure, texture, rhythm, contrast, higher, lower. The forest floor should be... The understory should be... I think... because...

Lesson	Pillar of Progression	Learning Objective	Lesson Outcome	ARE Success Criteria	Vocabulary and Language Structures
Lesson 4	Composition, Performing	LO: Create simple tunes.	Children will listen to the loop examples and discuss what a loop is and what they have in common. Play the audio file and discuss the sounds and melodies. Pupils to have access to glockenspiels and use this tuned percussion instrument to create a high-pitched melody. Children will record this and perform to the group. In pairs, pupils to record their melody using Seesaw or written notation.	I know that a repeated melody or a loop is something that keeps repeating. I can make two simple melodies. I can work with a partner to use tuned percussion. I can record my melodies.	Compose, loop, melody, pitch, tempo. A loop is... The tempo should be... because... The pitch should be... because...
Lesson 5		LO: Build and improve a composition.	Children to listen to the cup challenge and pick out the layers in the music. Children will discuss how body percussion has been used. Pupils will be putting together their learning from the previous weeks and in groups using teamwork to create structure and texture within the piece. Assign each group a simple section to learn to represent each part (built up from each week) to perform. Children to practice in groups, whole class and then put together.	I can work as part of a group to build a structure. I can play in time with my group. I can play my part in the composition accurately. I can offer suggestions for improvement considering rhythm and melody.	Inspiration, keyboard, melody, rhythm, texture We can create music by... I can use layers by... Structure means... Texture means...
Lesson 6	Performance to Y3 - (Y4 to perform the rainforest to Y3 using their knowledge of texture, melody and structure).				

Endpoints:

Knowledge, skills and understanding:

Recognise and name some of the interrelated dimensions of music.

Use musical vocabulary to discuss the purpose of the music (tempo, pitch, structure, texture)

Use musical vocabulary when discussing improvements to their own work.

Develop melodies using rhythmic variation and looping.

Create a piece of music with four different layers and clear structure.

Know that changing the dynamics of a musical phrase can change the texture of the piece of music.

Know that a loop in music is a repeated melody or rhythm.

Know that combining different instruments and different rhythms when we compose can create layers of sound we call texture