

Medium Term Plan for Music

Y4- Autumn 1

Body and tuned percussion (Kapow)

Class Text:



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 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.

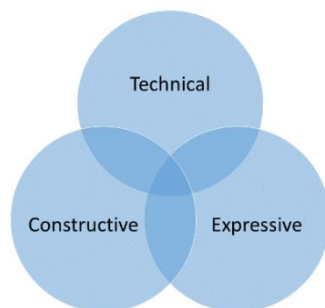
Topic Reflection: Children will perform to the Y3 pupils the Rainforest melody using structure to create texture within music.

The Pillars of Progression

Technical- competence in controlling sound (instrumental, vocal or with musical technology). Use of a communication system such as staff, notation or guitar tab)

Constructive- Knowledge of the musical elements/interrelated dimensions of music. Knowledge of the components and composition.

Expressive- Musical quality. Musical creativity. Knowledge of musical meaning across the world and time.



Performing composing and listening

Vocabulary of Interrelated Dimensions

Pulse- the regular heartbeat of the music. Steady beat.

Rhythm- long and short sounds or patterns that happen over the pulse.

Pitch- high and low sounds.

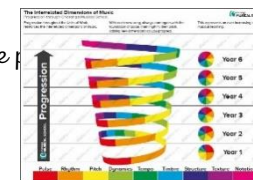
Tempo- speed of the music- fast, slow or in-between.

Dynamics- how loud or quiet the music is.

Timbre- all instruments including voices have a very different sound quality (e.g. the violin is a different sound quality to the violin)

Texture- layers of sound working together to make music very interesting to listen to.

Structure- every piece of music has a structure (e.g. introduction, verse, chorus, ending)



Composer



Maurice Ravel

Maurice Ravel was a French composer. Ravel liked animals and children and his work is often based around them. He 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 version was used for ice skaters in the 1984 Olympic games. Ravel played the piano similar to Handel 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 Knowledge, skills and understanding



Verbalise feelings about music and identify likes and dislikes.

Read musical notation and play the correct notes of the rag.

Sing accurately from musical notation and lyrics.

Sing and play and in time with other with some degree of accuracy and awareness of each other's parts.

	<u>Pillar of Progression</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and language structures</u>
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.	I can describe a piece of music. I can use body percussion. 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...

			Pupils to record their own rhythms to perform. This can take the form of words or symbols.		
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 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.				