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|  Year 4 Unit 3 - How does music make the world a better place? |
| **Links made with other subjects** | Friends and people we meet, How people and children used to live, Connecting with the past, Music from different cultures, Music and dancing, Music and freedom |
| **The BIG Question** | Year 4 Unit 3 - How does music make the world a better place? |
| **Music objectives**(link to NC)  | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * 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.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | Children already know:**Musicianship: Understanding Music** Using body percussion, instruments and voices, In the key centres of: C major, F major, G major, A minor, In the time signatures of: 2/4, 3/4, 4/4, Find and keep a steady beat, Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation, Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC **Listening** Talk about the words of a song Think about why the song was written Find and demonstrate the steady beat Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady Recognise the style of music you are listening to Discuss the structures of songs Identify: Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation on certain words Programme music Explain what a main theme is and identify when it is repeated Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic scale by ear and from notation Describe legato and staccato Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae **Singing** Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4 Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture Demonstrate good singing posture Demonstrate vowel, blended sounds, and consonants Sing ‘on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song Talk about how the songs and their styles connect to the world**Notation** Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B♭ C G A B C D E F♯ D E F♯ G A B C Reading and responding to minims, crotchets, and quavers Identifying: Stave Treble clef Time signature **Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major**Playing the recorder** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation**Creating: Improvising** Explore improvisation within a major scale using the notes C D E, C D E G A, C D E F G, D E F♯ A B, D E F G A **Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) D E D E F D E F G D E F G A Start and ending on the note D (D minor) G A G A B G A B D G A B D E Start and ending on the note G (G major) **Performing** Rehearse and enjoy the opportunity to share what has been learned in the lessons Perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song Communicate the meaning of the words and articulate them clearly Use the structure of the song to communicate its mood and meaning in the performance Talk about what the rehearsal and performance has taught the student Understand how the individual fits within the larger group ensemble Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback, consider how future performances might be different |
| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | **Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals **Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing ‘on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor**Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B♭ F G A B♭ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)**Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different |
| **Vocabulary/ Glossary** | Texture, scores, static and moving parts, melody and accompaniment, duet, staff notation, major, minor, minim, crotchet, crotchet rest, paired quavers, pentatonic, legato, staccato, improvise, rounds, partner songs, time signatures, crescendo, decrescendo, octave |
| **SEND expectations** | * Differentiated lessons
* SEND Charanga scheme – Anyone can play. 5 activity sequence
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