**YEAR 4 - AUTUMN 2021 CC**

**I CAN Year 4 (General music)**

1 Maintain a complex rhythmic pattern

2 Explain how pitch changes are used to convey a story

3 Use dynamics in my own compositions and performances

4 Choose the appropriate tempo when composing and performing

5 Combine layers of sound with awareness of how they fit together

6 Use different timbres when composing

7 Use a variety of structures in my composition

8 Play or sing a complex melody accurately

9 Improvise and compose using the notes given by my teacher

10 Suggest ways to improve a piece of music using musical vocabulary

11 Use a music app to record and combine sounds

12 Sing with good technique and expression

13 Follow a notated melody line when singing

**SINGING SPECIFIC Year 4**

S1 Stand with correct posture, ready to sing

S2 Sing C D E F G patterns from staff notation

S3 Sing musically, thinking about phrasing

S4 Sing with good tone and crisp, clear diction

S5 Internalise a melody

S6 Improve my breath control

Sing the following songs in a variety of styles;

CHARANGA Listening playlist: [https://www.GMmusiconline.co.uk/lessons/415025-y5-listening](https://www.gmmusiconline.co.uk/lessons/415025-y5-listening)

**BRASS SPECIFIC Year 4**

B1 Buzz different pitches on the mouthpiece

B2 Play long and short notes on my instrument, starting each note with my tongue

B3 Play my instrument with a controlled sound across a range of notes

B4 Play legato on my instrument

B5 Play the following notes on my instrument: A B C D E F F# G G# A

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| **FOCUS: RECAP/ BUILD ON INTER-RELATED DIMENSIONS OF MUSIC** | | Working towards  **I CAN…** |
| **WEEK** | ***‘*Warm-up’ lesson, revise expectations/music award etc, refresher rhythm/pulse games, listening & discussion/appraising**    Introduction, expectations, DOJOs/ Music Award    **Listening & Appraising/ Warm up:**   * Revise/set up signals ('Do this', 'look at me', start/stop with hand signals) & repeat throughout lesson * Teacher demonstrates an instrument to introduce themselves as a musician – discuss inst, family, timbre, technique etc   **Warm-up/Song:**   * Singing posture-Alignment- Partner to check ear, shoulder hip knee ankle in line with each other * In and Out Count  slow  – breath in 234, hold 234, out 234, stay out 234. Increase by increment of 2 * H.E.L.L.O. call and response. Recap beat/pulse. * H.E.L.L.O. add the rhythm in, as a class, recap rhythm.     **Composition/Notation:**   * Notation Powerpoint, recap rhythms of ta, te-te, two, crotchet etc, introduce semi-breve. * Learn to recognise C below the stave.   **Activities:**   * Buzz on mouthpieces, call and response. * Play Cs, copy back after me. * Read Cs on stave notation, Notation Powerpoint.     *Music Award & recap/expl next lesson.* |  |
| **1**  *Resources; laptop, Charanga, instrument* | 12,S1,S3,  S4,S5,S6      1,5      B1,B3 |
| *Notes;* |  |
| **2**    *Resources; laptop pp vocab & Charanga listening* | LEARNING OUTCOME:  *Pupils are able to;* **\*\*PULSE/RHYTHM/TEMPO\*\* respond accurately to Italian terms and rhythm notation**    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening & Appraising:**   * H.E.L.L.O. recording track. Discuss what happens in the 3rd section.   **Warm up:**   * H.E.L.L.O. recap call and response/rhythm. Emphasise ‘t’ sound in vocal. * Try in 2 groups as a round with the cross rhythms.   **Composition/Notation:**   * Reading CDE, crotchet, minim, semibreve   **Activities:**   * Buzz call and response. * Play C,D,E, copying back. * Play C,D,E from notation powerpoint. * Look at ‘Get the Lowdown’ reading the notes and counting the rests.   *Music Award & recap/expl next lesson.* | 12,S1,S2,  S3,S4,S5,  S6      1,5,8      B1,B3 |
| *Notes;* |  |
| **3**  *Resources;*  *Laptop – charanga, notation, instrument to demonstrate notation* | LEARNING OUTCOME:  *Pupils are able to;* **\*\*PULSE/RHYTHM/TEMPO\*\* respond accurately to Italian terms and rhythm notation**    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening/Appraising** – CLASSICAL 100 – A piece of Baroque music, simple strings/harpsichord instruments.  **Warm up/Song:**   * H.E.L.L.O all the way through the first 3 sections. Learn the ending.   **Composition/Notation:**   * Rhythm grid recap/introduction   **Activities:**   * Buzz call and response. * Play C,D,E, copying back. * Play C,D,E from notation powerpoint. * Recap ‘Get the Lowdown’ reading the notes and counting the rests. * ‘Tango’ and ‘Calypso’ using CDE notation; crotchets, minims and semibreves.     *Music Award & recap/expl next lesson.* | 12,S1,S2,  S3,S4,S5,  S6      1,4,5,6,7,8,9  B1,B3 |
| *Notes;* |  |
| **4**  *Resources;*  *Laptop vocab PP, Charanga*  *B. tr/lyrics?* | **LEARNING OUTCOME:  *Pupils are able to;*\*\*PITCH & notation\*\***follow simple pitch notation (2 notes), describe how changes in pitch can convey a character, story or image    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening/Appraising:** CLASSICAL 100 – Baroque Listening.  **Warm up:**   * H.E.L.L.O as a performance all the way through. Checking pronunciation/accents/strong beat/rhythm.     **Song:**   * Learn ‘Roller Ghoster’, use powerpoint for lyrics.   **Activities:**   * Buzz high and low pitch, recapping how to change pitch on a mouthpiece. * Play C,D,E,F,G copying back. * Learn the exercise C G C as weightlifting for your lips. * Play ‘Get the Lowdown’, ‘Tango’, ‘Calypso’.     *Music Award & recap/expl next lesson.* | 12,S1,S2,  S3,S4,S5,  S6    1,5,8,12      B1,B3 |
|  | *Notes;* |  |
| **5**  *Resources;*  *Laptop vocab, inst clips Classroom perc inst, string inst to demonstrate* | **LEARNING OUTCOME:  *Pupils are able to;*\*\*PITCH & notation\*\***follow simple pitch notation (2 notes), describe how changes in pitch can convey a character, story or image    Intro lesson \*TIMBRE\*, recap expectations, DOJOs/ Music Award    **Listening/ Appraising:**   * CLASSICAL 100 – Early Classical Listening (Haydn/Mozart), instruments/dynamics/occasion.   **Warm up/Song:**   * Recap Roller Ghoster – different dynamics, in parts/ soloists/ small group section? Discuss how it’s sounding, what’s good, what could make it better?   **Composition/Notation:**   * Introduce F and G on the stave.     **Activities:**   * Buzz high and low pitch, recapping how to change pitch on a mouthpiece. * Play C,D,E,F,G copying back. * Copy back the exercise C G C as weightlifting for your lips. * Play ‘Get the Lowdown’, ‘Tango’, ‘Calypso’. * Introduce F and G on the stave and copy back. * Demonstrate on a drum first, then instruments (some pupils try) & discuss how they make their sound, how to change pitch/ dynamics/sound – TIMBRE FOCUS.     *Music Award & recap/expl next lesson.* | 12,S1,S2,  S3,S4,S5,  S6      1,5,8      8,S2  B1,B3 |
| *Notes;* |  |
| **6**  *Resources; Laptop, b tr, inst pics etc* | **LEARNING OUTCOME:  *Pupils are able to;* \*\*DYNAMICS \*\***understand & use Italian symbols *(f,p ,mf, mp <,> , ff, pp)*    Intro lesson \*continue TIMBRE, diff inst\*, recap expectations, DOJOs/ Music Award    **Listening/Appraising**: Listen to CLASSICAL 100 – Classical music, increasing orchestral size/greater variety. ***OptionalExtProject: BBC 10 Pieces project – Finlandia. In depth look into the instruments, videos, describing the music, the 3 sections, the feeling at the time, nationalistic music.***  **Warm up/Song:**   * Remind of breathing, posture - recap Roller Ghoster, perform song throughout with actions/solo group etc.     **Activities:**   * Buzz high and low pitch, recapping how to change pitch on a mouthpiece. * Play C,D,E,F,G copying back. * Copy back the exercise C G C as weightlifting for your lips. * Play ‘Get the Lowdown’, ‘Tango’, ‘Calypso’. * Recap F and G on the stave and copy back.   *Music Award & recap/expl next lesson.* | 2          1,5,8,12,  S1,S3,S4,  S6        B1,B3,B5 |
| *Notes;* |  |
| **7**  *Resources;*  *Laptop Charanga, vocab, inst clips, b tr.* | **LEARNING OUTCOME:  *Pupils are able to;* \*\*DYNAMICS \*\***understand & use Italian symbols *(f,p ,mf, mp <,> , ff, pp)*  **\*\* RECAP LESSON \*\***    Intro lesson \*RECAP\*, recap expectations, DOJOs/ Music Award  *(Refer to inter-related dynamics & appropriate vocabulary throughout)*    **Listening/Appraising**: Listen to CLASSICAL 100 – Classical music, increasing orchestral size/greater variety. ***OptionalExtProject: BBC 10 Pieces project – Finlandia. In depth look into the instruments, videos, describing the music, the 3 sections, the feeling at the time, nationalistic music.***  **Warm up:**   * H.E.L.L.O as performance.     **Songs:**   * SING UP - Learn REACH OUT (I’ll be there).     **Activities:**   * Buzz high and low pitch, recapping how to change pitch on a mouthpiece. * Recap F and G on the stave and copy back. * Learn ‘Flying High’ with notation.   *Music Award & recap/expl next lesson.* | 2          1,5,8,12,  S1,S3,S4,  S5,S6        B1,B3,B5 |
|  | *Notes;* |  |

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| **FOCUS: BUILD ON INTER-RELATED DIMENSIONS OF MUSIC** | | Working towards  **I CAN…** |
| **WEEK** | LEARNING OUTCOME:  *Pupils are able to;* **\*\*TIMBRE - STRINGS & PERCUSSION** **\*\***name instrumental families and give examples  within instrumental families    Introduction, expectations, DOJOs/ Music Award    **Listening and Appraising:**  CLASSICAL 100 – Romantic Period music, development of orchestra/instruments/more freedom etc.  **Warm up/Vocal:**   * Roller Ghoster recap * Reach Out (I’ll be There) recap     **Activities:**   * Buzz high and low pitch, recapping how to change pitch on a mouthpiece. * Play C,D,E,F,G copying back. * Copy back the exercise C G C as weightlifting for your lips. * Play ‘Get the Lowdown’, ‘Tango’, ‘Calypso’. * Recap F and G on the stave and copy back. * Recap ‘Flying High’ * Play through ‘Oh Gee’   *Recap & expl next lesson.* |  |
| **8**  *sticks/claves* | 2          1,5,8,12,  S1,S3,S4,  S6        B1,B3,B5 |
| *Notes;* |  |
| **9** | LEARNING OUTCOME:  *Pupils are able to;* **\*\*TIMBRE- BRASS & WOODWIND** **\*\***build on knowledge of individual instruments within instrumental families    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening & Appraising:**   * CLASSICAL 100 – Romantic period music.     **Warm up/Songs:**   * Learn (Recap) Shining Star (Sing Up), possibility of learning to play the song on instruments.   **Activities:**   * Rhythm grid simple metre extended * Recap ‘Flying High’ * Play through ‘Oh Gee’ * **\***ASSESSMENT DATA: All pupils play CDEFG by themselves. **Look at B2,B3,B5\***     *Recap & expl next lesson.* | 2      1,5,8,12,  S1,S3,S4,  S6    B1,B2,B3,B5 |
| *Notes;* |  |
| **10** | LEARNING OUTCOME:  *Pupils are able to;* **demonstrate understanding of the inter-related dimensions of music covered so far**    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening/Appraising** – CLASSICAL 100 – 20th Century music. Anything goes!    **Warm up/Song:**   * Recap Shining Star * Learn Cowboy Christmas, use powerpoint words.   **Activities:**   * Rhythm grid simple metre extended, add quaver off beats * Recap ‘Flying High’ * Recap ‘Oh Gee’ * Learn ‘Jingle Bells’ from notation.     *Recap & expl next lesson.* | 2    1,5,8,12,  S1,S3,S4,  S6        B1,B3,B5 |
| *Notes;* |  |
| **11**  *Resources;*  *Laptop vocab PP, Charanga*  *B. tr/lyrics?* | LEARNING OUTCOME:  *Pupils are able to;* **demonstrate understanding of the inter-related dimensions of music covered so far**    Intro lesson, recap expectations, DOJOs/ Music Award    **Listening/Appraising:** CLASSICAL 100 – 20th Century Music, the more unusual music the better.    **Warm up/Song:**   * Recap ‘Cowboy Christmas’     **Activities:**   * Recap ‘Flying High’ * Recap ‘Oh Gee’ * Recap ‘Jingle Bells’ from notation.     *Recap & expl next lesson.* | 2    1,5,8,12,  S1,S3,S4,  S6    B1,B3,B5 |
|  | *Notes;* |  |
| **12** | *LEARNING OUTCOME:  Pupils are able to; refine performance of songs & pieces and make decisions on arrangements* *and* *perform multi-layered songs/pieces (recording/assembly?)*    Intro lesson, recap expectations, DOJOs/ Music Award, recap signals    **Songs this Term:**   * H.E.L.L.O * Roller Ghoster * Reach Out (I’ll be there) * Shining Star * Cowboy Christmas   **Composition/Notation this term:**   * Charanga Rhythm Grid * Crotchet/Quavers/Semiquavers/Rest/Two- * CDEFG on Stave/Treble Clef   **Pieces on Brass this term:**   * Get The Lowdown * Tango * Calypso * Minim March * Merily we roll along * Flying High * Oh Gee * Jingle Bells * Notes: C, D, E, F, G     **Listening this Term:**   * Charanga orchestra * 10 Pieces Finlandia * Classical 100 * Cory Band Sing Sing Sing * Stars and Stripes Trombone Quartet * Starburst   *Recap & expl next lesson.* | S1,S3,S4,S5,S6            1,3,4,5,6,7,8,9,10,  12,13  B1,B3,B5 |
| *Notes;* |  |