

| **AUTUMN** | **SPRING** | **SUMMER** |
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| **AUTUMN 1**  **AUTUMN 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.*  **Pulse and rhythm activities**:  Learn ‘Apple Tree’ and pass an object around the circle to the pulse. Revision of rhythm patterns: Ta/Ti-ti/Sh/Ta-2  *I can recognise crotchets, crotchet rests, quavers and minims.*  Rhythm Round-up Level 2 with improvisations  Tap the pulse along to Copland’s ‘Hoe Down’  *I can listen to short extracts commentating on aspects of the music, e.g. the genre*  **Partner work**: Simple Kodaly songs with easy patterns.  *I can sing songs with a more complicated texture e.g. partner songs and 2 part rounds*  **Revise songs we know**: Up the Ladder, O Susanna (tapping the pulse).  **Learn** to sing ‘Across the Fields’ (trad. N American) for our Harvest festival. Learn to sing the song as a round.  *I can sing songs with a more complicated texture e.g. 2 or more part rounds*  **Charanga, New Model Curriculum** – Listen to the ‘Hoe Down’ song and discuss what it’s about. Improvise and practise the song and actions.  *I can practice and refine performances in groups and as a class*  Look at images of Queen Victoria and Queen Elizabeth Listen to the performance track ‘Two Queens’ by Beccy Owen on Sing Up. Discuss how the song is divided between shared choruses and individual verses.  *I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus*  Practise and use untuned percussion to accompany the song. Divide singers into two groups each representing a queen. Add gestures and actions such as miming big hair, putting on make-up, sitting on a throne, plus an imperious outstretched hand dictating what goes on!  *I can perform a song both on my own and as part of a group, to an audience, with increasing confidence.*  Using the echo tracks, learn each section for each queen. Think about actions. Perform the rap without words, just using percussion.  Talk about the street children/show pictures/describe what they were like and how they lived. Teach the quick song ‘Song of the Street Children’ from Sparkyard. Focus on diction and singing with accuracy, rhythm and expression.  *I can sing with an awareness of pitch and phrase, following the shape of melody*  Classroom Jazz 1- Charanga (in ‘Primary KS2 Units of work’). This short unit explores appreciation of the jazz style, plus performance (chime bars) and improvisation.  Step 1 – Listen and appraise the Three Note Bossa by Ian Grey/.‘Desafinado’ by Stan Getz. Learn to play chime bars/xylophone with the Three Note Bossa. Practise improvising and include it in the performance.  *I can choose and order sounds and patterns*    Learn the ‘Five note Swing’ and have practice time to get it right, working in pairs. Perform.  Carol of the Bells – Orff ensemble arrangement.  https://www.youtube.com/watch?v=YBJc4XO-How  Christmas boomwhacker/  untuned percussion activities.  *I can perform as part of a team I can carry on if I make a mistake* | **SPRING 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece.*  Listen to the Watercycle song and then break it down into sections (chorus/verse/middle 8 section).  *I can understand that a piece of music is made up of different sections, e.g. beginning, ending, verse, chorus*  Play along with chime bars to the 12 bar blues demo on YouTube, using the notes C F and G  *I can show an understanding of styles of music in my performances, e.g. blues.*  Improvise on given notes C, D, F, G, A and B flat (if using glockenspiel) along to a 12 bar blues backing.  *I can choose and order sounds and patterns*  Make up rhythm patterns using the rhythms we know.  *I can improvise a rhythm over a steady pulse*  Sing ‘The Water Cycle Song’ and think about how to add instruments.  *I can create music that uses appropriate sounds to achieve an intention*  Practise The Water Cycle Song ensemble and make sure everyone knows their parts. Perform and record.  *I can perform as part of a team I can carry on if I make a mistake*  **SPRING 2** | **SUMMER 1**  Ongoing (listening activities):  *I can describe music and express my feelings about the mood of music through words;I can listen and respond to a specific question about a piece of music, e.g. identify chorus I can listen to other people perform with increasing discernment saying what I like and dislike about the piece* |

**KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)**

| **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
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| **Autumn 1**  Be familiar with some notes of the Kodaly scale (so.mi.la) and be able to perform some actions to a given piece of music.  Know the terms pulse and rhythm. Identify the pulse and rhythm of a known piece  Know the term improvise and be able to attempt to improvise a rhythm to a known piece of music  **Autumn 2**  Play untuned instruments to the known piece of music ‘Two Queens’. Be able to identify the chorus within the piece.  Know what improvisation means and be able to suggest some instruments that could be used to improve to a piece of known music.  Know the term jazz and be able to make some accurate comments about a piece of known music. | **SPRING 1**  Play chime bars in an ensemble; be able to improvise using given notes, along to a backing track.  Make up and perform rhythm patterns using notation that we know.  Learn and perform different accompaniments for the Watercycle Song and be able to change between the different parts in rotation. |  |

| **Children working at below Age Related Expectations in HISTORY at the end of Year 4:** |
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