



South Gosforth First School
Music – Year 4 Long Term Plan



Purpose of Study

Through our teaching at South Gosforth we want to encourage our children to experience and enjoy listening to and creating music. We will create opportunities for the children to sing and play music using a variety of instruments. Each lesson will include opportunities to listen to and appraise music from a wide variety of genres, types and different cultures from around the world. Teachers will explain concepts using clear musical vocabulary which will be built upon throughout the children's musical education.

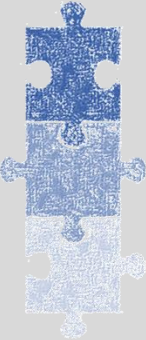
There will be clear communication of musical ideas using this vocabulary and modelling of these ideas – either by the teacher or use of appropriate resources (audio/video). Some music lessons will include freedom and opportunities for the children to compose music and choose appropriate instruments to capture an effect. Co-operation and turn taking will also be encouraged through group work as well as the opportunity to perform within the class. This will lead into the children giving and receiving feedback on their own and others performance to build up confidence in this subject area. We would also look to bring in notation throughout their time at South Gosforth – beginning with simple graphical representations of music but progressing to more formal notation of rhythm and melody.

Aims

In line with the National Curriculum for Music it is our aim to ensure that all pupils:

- 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.
- 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.



Musical Structures		
 Character Culture Creativity Challenge	Prior Learning: The children have experienced a variety of genres and musical structures through listening to music. They have also played larger structures while playing djembe and ukulele.	
	Key Learning Intentions: The children will be able to clearly articulate what a musical structure is. They should also be able to identify a musical structure in what they hear and perform. Answer the social question “How does music bring us together?”	
	Overview of Musical Knowledge (Substantive Knowledge) - Understand the idea of a musical structure and be able to talk about for example verse, chorus, verse, chorus x 2 Learn 3 songs..... - <i>Hoedown</i> - <i>I’m always there</i> - <i>Martin Luther King</i>	Key Vocabulary Orchestral Traditional Folk Oral tradition Soul
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - sing clearly with a greater understanding of pitch and melody - Follow a leader - Play and clap rhythmic phrases accurately	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Hoedown (Lesson 1)	Complete Baseline quiz to gauge musical understanding. Introduce this as an orchestral piece which adapts an American country tradition to the orchestra. Copy some rhythmic patterns back and then start to learn the song.
	Hoedown (Lesson 2)	Introduce go tell it on the mountain as a traditional folk song and the idea that it is passed down between generations. Introduce the idea of oral tradition passing a song down by singing it to the next generation. Sing the song then compose on a theme – using the backing track create a short melody that captures the countryside.
	I’m always there (Lesson 1)	Introduce this as a soul ballad which was a popular American style in the 50s. Learn to sing the song accurately using good breath support
	I’m always there (Lesson 2)	Introduce the song trick or treat – reminding children that songs can be composed around a theme or a particular event. Refine singing the song and allow some children to sing a solo.
	Martin Luther King (Lesson 1)	Introduce contemporary R&B style as well as how music can be political and point towards inspiring people. Listen carefully to the song and start to learn to sing it accurately. Finish by revisiting the social question “How does music bring us together?”
	Martin Luther King (Lesson 2)	Sing all three songs. Play instruments to accompany hoedown. Finish their short melody with backing track for assessment.
	Enhancements: Other instruments could be used – Drums, shakers etc.	



Composing with Our Friends		
 Character Culture Creativity Challenge	Prior Learning: Children have composed using a graphic score, composed around a theme and they have improvised using a closed range of pitches.	
	Key Learning Intentions: Children will compose by sharing ideas and adapting them for their own purposes. Answer social question “How Does Music Improve Our World?”	
	Overview of Musical Knowledge (Substantive Knowledge) The children will learn 3 new songs - Bringing Us Together - Old Joe Clark - Dance With Me	Key Vocabulary Disco Unity Collaboration Folk Waltz Musical Time signature
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - sing clearly with a greater understanding of pitch and melody - Follow a leader - Play and clap rhythmic phrases accurately - Collaborate with others in composition	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Bringing us together (Lesson 1)	Introduce this as a disco song about unity. Practise singing the song with accuracy and good posture. Play the instrumental parts.
	Bringing us together (Lesson 2)	Introduce Mambo as a piece from West Side Story and re-introduce musical theatre. Practise singing the song. Then move on to create a graphical score around the idea of unity – consider what that word should mean for the music – it should all do the same thing.
	Old Joe Clark (Lesson 1)	Introduce Old Joe Clark as a folk song reminding the child of what that entails. Learn the vocal part then move on to play the instrumental part and improvise within the song.
	Old Joe Clark (Lesson 2)	Introduce The Little Train Of The Caipira as a piece of classical music. Continue to practise and refine singing Old Joe Clark
	Dance With Me (Lesson 1)	Introduce the track as a waltz – remind them that a waltz has 3 beats in the bar. Learn to sing the song accurately concentrating on a polished vocal performance.
	Dance With Me (Lesson 2)	Sing all of the songs in this unit so the children can express a favourite, complete the children’s graphical scores.
	Enhancements: Use laptops to create graphical scores	



Djembe 4 – Nigerian Rhythms		
 Character Culture Creativity Challenge	Prior Learning: Children have played djembe in year 1,2 and 3 – learning ton-beh from Burkina Faso and dun dun ta from Senegal and adapting samba rhythms from Brazil	
	Key Learning Intentions: Children will learn to play a new instrument with musicality and understand the tradition of drumming throughout human history.	
	Overview of Musical Knowledge (Substantive Knowledge) - There is a country called Nigeria - This is a traditional rhythm from that culture - This rhythm captures two parts from that culture.	Key Vocabulary Djembe Bass Tone Wipe
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play and clap simple rhythms - respond to high and low pitches - keep a steady beat while playing a rhythm - listen carefully and copy back actions - learn a musical structure	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	Recap previous knowledge	Revisit all prior learning starting with Ton Beh (Y1) Pa-da beh (Y1) dun dun ta (Y2) and of course we can play (Y3) remind children of good seating position to correctly address the drum and that good posture is critical to playing the drum correctly and speaking clearly on the instrument.
	Attitude rhythm	Point out the similarity to ton-beh except that it alternates between hands and has one extra note in the cycle – explain that the attitude rhythm is played to allow dancers to strut with real attitude so it must be play clearly. Could extend with double time rhythm.
	Popadom rhythm	Recap prior learning then start to learn a new rhythm – use the syllables of the words to help teach the rhythm – remind children to speak clearly on the drum and play it at a steady tempo. This part is for when the dancers are starting to dance and whirl so must be bright and lively.
	Combine the two	Recap both halves of the rhythm then have either the teacher or a small group play the attitude rhythm while the rest of the group plays the popadom rhythm. Experiment with the number of cycles focussing on starting and stopping together.
	Add a call	Play a short call at the start of the song this should have a clear response from the players and can be used to end the song as well. Decide on a structure for the piece.
	Rehearse and perform	Add in any other elements required like shakers, solo sections or revisit a previous rhythm to enhance the piece.
	Enhancements: Banana bell - shekere	



Steel Pans		
 Character Culture Creativity Challenge	Prior Learning: Children have played glockenspiel throughout their music at school.	
	Key Learning Intentions: Children will learn to play a new tuned instrument with musicality and understand the tradition of drumming throughout human history. They will also answer the social question	
	Overview of Musical Knowledge (Substantive Knowledge) - The steel pans originate in Trinidad and Tobago - Our steel pans are in G major - We can play a range of traditional and modern songs effectively on steel pans - Steel pans do not arrange the notes in pitch order like glockenspiels	Key Vocabulary Steel pan Trinidad and Tobago Chord Soca Calypso Modern Traditional
	Overview of Musical Skills (Disciplinary Knowledge) - clearly keep a steady beat - play simple rhythms - respond to high and low pitches - keep a steady beat while playing a rhythm - listen carefully and copy back short melodies - learn a musical structure	
	Milestones of Learning	Suggested Tasks to Elicit and Assess Learning
	G major scale	Introduce the notes on the steel drum practise playing up and down the scale noting the difference in size between the notes. Introduce some two chords which can be played on the drum
	Learn steel pan repertoire	Learn a variety of songs, mixing traditional steel pan rhythms and warm-ups Each session will include an element of call and response but the choice of repertoire will be up to the session leader
	Learn steel pan repertoire	Continue to develop skills including a range of chords and dynamic control
	Learn steel pan repertoire	Continue to refine arrangements and technique – focussing on accuracy and control
	Learn steel pan repertoire	Final preparations including how the group deciding how they would like to present their piece
	Perform	Present the finished items in a performance setting
	Enhancements: Banana bell - shekere	