

Year 4 – Mamma Mia

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to use their voices with accuracy and perform Mamma Mia using inter-related dimensions of music.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter-related dimensions of music. <p>Lesson 1</p> <p>Starter: Listen and appraise Vocal warm ups</p> <p>Main activity:</p> <ul style="list-style-type: none"> -Discussion on pitch -Discussion on accuracy

- Discussion on structure
- Call and response to learn the song. Actions to be added to help with accuracy.

End:

- Performance of song.

Lesson 2

Starter: Listen and appraise – **Ronda Alla Turca - Mozart**

Quick note challenge

Main activity:

- Identify the notes
- Identify the rhythm
- Singing rhythm and then play the rhythm. Focus on pulse, pitch and accuracy.

End:

Performance of what has been achieved.

Lesson 3/4

Starter: Listen and appraise

Note quiz

Clapping game

Main activity:

- Discussion of what composition is
- Use only the notes played in the chorus, discuss the root note.
- They are to use the handouts to create different rhythms with the notes.
- Discuss what 4 bars means.

End:

Demonstration of composition so far.

Lesson 5

	<p>Starter: Listen and appraise Note quiz Clapping game</p> <p>Main activity: -Discussion of what composition is -Use only the notes played in the chorus, discuss the root note. -They are to use the handouts to create different rhythms with the notes. -Discuss what 4 bars means.</p> <p>By the end of the lesson the whole composition should be complete and ready to perform.</p> <p>Lesson 6/7</p> <p>Starter: Listen and appraise Vocal warm up Clapping rhythm game</p> <p>Main activity: -They are to practice adding their composition into the song 'Mamma Mia' -They are to sing accurate rhythms -They are to be able to switch between singing and playing.</p> <p>By the end of the lesson, they should be performance ready, ready for assessment week.</p> <p>End: Performance from different groups</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • rhythm • pitch • tempo • dynamics • texture

	<ul style="list-style-type: none">• musical theatre
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Pupils may not enjoy musical theatre.• Pupils may not have heard of musical theatre.• Pupils may not recall inter-related dimensions of music.
Class Teacher Notes	.

Year 4 – Victorian Music Hall

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will understand what music was like in Victorian Times and will successfully be able to sing different Music Hall songs.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music • Knowledge of experimenting to create and combine inter -related dimensions of music. <p>Lesson 1 - What is a Victorian Music Hall</p> <p>Lesson 2 – History of Royal Albert Hall</p> <p>Lesson 3 – Edward Elgar</p> <p>Lesson 4 – Gilbert & Sullivan</p> <p>Lesson 5 – Christmas Music Hall</p> <p>Lesson 6 – Christmas Production</p>

	Lesson 7 – Christmas Production
Key Vocabulary	<ul style="list-style-type: none"> • pulse • rhythm • pitch • tempo • dynamics • texture • musical theatre
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not enjoy the music. • Pupils may not have heard of Music Hall. • Pupils may not recall inter-related dimensions of music.
Class Teacher Notes	.

Year 4 – Lean on Me	
Recall	Key Words, Instruments
End Point	Pupils will be able to sing confidently in a choir performance.
<p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Pupils will have had prior knowledge of singing in a choir and ensemble setting, performing in front of audiences. • Pupils will have had prior learning, listening and recalling melodic lines, improving aural memory..
<p>Sequene of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<ul style="list-style-type: none"> • A knowledge of performing in a solo and ensemble context. • A knowledge of using voices with accuracy, fluency, control and expression. • A knowledge of listening with attention to detail and recalling sounds with increasing aural memory. • A knowledge of developing an understanding of the history of music. <p>Lesson 1</p> <p>Starter: Listen and appraise Vocal warm up</p> <p>Main activity: -Discuss the song. Its meaning and how to sing it expressively</p>

- Identify the structure of the song
- Using call and response to learn the song.
- Add actions if struggling

End:

Performance of the song

Lesson 2

Starter: Listen and appraise
Graphic score

Main activity:

- Identify notes which are been played.
- Identify the length of each note and the name
- Demonstrate what it should sound like
- They are to independently practice playing the chorus

End:

Performance of chorus with music.

Lesson 3

Starter: Listen and appraise – **For the Beauty of the Earth - Rutter**
Notation game

Main activity:

- Discussion on composition
- Understand which notes are been used. They are to identify the notes straight away.
- Using the grids they are to compose their 4 bar melody.

End:

Performance of their composition

Lesson 4

	<p>Starter: Listen and appraise Notation game</p> <p>Main activity:</p> <ul style="list-style-type: none"> -Discussion of what notation is -Steps of notation -Demonstrate own composition -Children are to independently play and notate their composition. <p>End: Performance of composition</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • pitch • rhythm • melody • expressively • creative • lyrics • memory • aural • singing • phrasing
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not be confident when singing in a choir context. • Pupils may struggle not be confident in when singing in an ensemble context • Pupils are unable to listen and recall sounds or melodic lines aurally • Pupils may not be able to understand the impact of inter-related dimensions of music - differentiate the difference between singing loud and shouting.
Class Teacher Notes	

Year 4 – The Wellerman

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to successfully sing a number of different sea shanties.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Prior knowledge of inter-related dimensions of music and how they impact musical styles. • Prior knowledge of using their voices with expressions and accuracy.
Sequence of Learning / Contextual Knowledge	<ul style="list-style-type: none"> • Knowledge of performing in solo and ensemble contexts. • Knowledge of performing using their voices with increasing accuracy, fluency, control and expression. • Knowledge of listening with attention to detail and recall sounds. • Knowledge of understanding to a range of high-quality live and recorded music

(Lesson ideas)	<ul style="list-style-type: none"> • Knowledge of experimenting to create and combine inter-related dimensions of music. <p>Lesson 1 – The Wellerman Lesson 2 – Leave Her Johnny Lesson 3 – The Drunken Sailor Lesson 4 – The Last Shanty</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • pitch • rhythm • melody • expressively • creative • lyrics • memory • aural • singing • phrasing
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not be confident when singing in a choir context. • Pupils may struggle not be confident in when singing in an ensemble context • Pupils are unable to listen and recall sounds or melodic lines aurally • Pupils may not be able to understand the impact of inter-related dimensions of music - differentiate the difference between singing loud and shouting.
Class Teacher Notes	

Year 4 - Blackbird

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>Pupils will be able to sing confidently in a choir performance.</p> <p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • Pupils will have had prior knowledge of singing in a choir and ensemble setting, performing in front of audiences. • Pupils will have had prior learning, listening and recalling melodic lines, improving aural memory..
Sequence of Learning / Contextual Knowledge	<ul style="list-style-type: none"> • A knowledge of performing in a solo and ensemble context. • A knowledge of using voices with accuracy, fluency, control and expression.

(Lesson ideas)

- A knowledge of listening with attention to detail and recalling sounds with increasing aural memory.
- A knowledge of developing an understanding of the history of music.

Lesson 1

Starter: Listen and appraise

Main activity:

Go through powerpoint of the Beatles.

-Whole class activity singing the song 'Blackbird'

-Exploring the themes whilst singing.

End:

Performance of Blackbird.

Lesson 2

Starter: Listen and appraise

Quiz about The Beatles

Main activity:

-Discuss what a time signature is and what the top number means.

-Complete worksheet where they can identify how many beats are in the bar.

-Practice playing the chorus of 'Blackbird' ensuring they are counting the correct amount of beats.

End:

Play the piece using the Glockenspiels.

Lesson 3

Starter: Listen and appraise

Time signature game

Main activity:

-Discuss and recap composition

-Demonstrate how to create the rhythms using different time signature

-They are to clap the rhythms they have created

	<p>Ext. play what they have created</p> <p>Lesson 4</p> <p>Starter: Listen and appraise Time signature game</p> <p>Main activity:</p> <ul style="list-style-type: none"> -Discuss and recap composition -Demonstrate how to create the rhythms using different time signature -They are to clap the rhythms they have created <p>Ext. play what they have created</p>
Key Vocabulary	<ul style="list-style-type: none"> • pulse • pitch • rhythm • melody • expressively • creative • lyrics • memory • aural • singing • phrasing
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none"> • Pupils may not be confident when singing in a choir context. • Pupils may struggle not be confident in when singing in an ensemble context • Pupils are unable to listen and recall sounds or melodic lines aurally

	<ul style="list-style-type: none">• Pupils may not be able to understand the impact of inter-related dimensions of music - differentiate the difference between singing loud and shouting.
Class Teacher Notes	.

Year 4 – Rhythm Grid

Recall	Key Words, Instruments
<p>End Point</p> <p>Disciplinary Knowledge</p> <p>(National Curriculum Statements)</p>	<p>The interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and together in groups to interpret and combine the dimensions of music to create a specific and desired effect.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music
Prior Learning	<ul style="list-style-type: none"> • . Pupils will have knowledge of stave notation and names of the notes
<p>Sequence of Learning / Contextual Knowledge</p> <p>(Lesson ideas)</p>	<p>Lesson 1</p> <p>Starter:</p> <p>Listen and appraise</p> <p>Note name game</p> <p>Singing presentation songs</p> <p>Main activity:</p>

- Discussion of a rhythm grid, where we have seen them before, how to use them and why we would use them.
- Discuss Minims, Crotchets, Quavers and Crotchet rests.
- As a class work together on the white board to create a rhythm grid together.
- Once completed the rhythm grid, clap it through as a class. Then with the person near them practice clapping it together.

Lesson 2

Starter:

Listen and appraise

Note name game

Singing presentation songs

Main activity:

- Recap over whole class rhythm grid
- Discuss how they can create their own working together in a team
- Once created they are to clap them through

End:

Each group clapping their rhythm grid through in front of class.

Lesson 3

Starter:

Listen and appraise

Notate activity.

Main activity:

- Recapping on last 2 weeks of notating and how to write notes.
- Demonstrate a rhythm on the board how to notate a rhythm.
- They are to practice writing rhythms and then to create their own. They should only use crotchets.

Lesson 4

Starter:

	<p>Listen and appraise Notate activity.</p> <p>Main activity: -Recapping on last 2 weeks of notating and how to write notes. -Demonstrate a rhythm on the board how to notate a rhythm. -They are to practice writing rhythms and then to create their own. They should only use crotchets.</p> <p>Lesson 5 Starter: Listen and appraise Notating task</p> <p>Main activity: -Using the rhythms they have created and notated, they should now practice them on a glockenspiel.</p> <p>End: Performance from small groups of progress</p> <p>Lesson 6 Starter: Listen and appraise Notating task</p> <p>Main activity: -Using the rhythms they have created and notated, they should now practice them on a glockenspiel.</p> <p>End: Performance from small groups of progress</p>
Key Vocabulary	<ul style="list-style-type: none"> • Crotchet • Quaver • Minim

	<ul style="list-style-type: none">• Semibreve• Semiquaver
Teacher Assessment	
Possible Misconceptions	<ul style="list-style-type: none">• Difference between notes• Length of the different notes.
Class Teacher Notes	