YEAR 4 MUSIC LEARNING JOURNEY | AUTUMN TERM 1

TERM OVERVIEW	PROJECT OUTCOMES
In Term 1 Y4 children will continue to explore rhythm and pulse in music, gradually beginning to recognise traditional staff notation. They will perform a variety of rhythm patterns, using different percussion instruments. They will explore the interrelated dimensions of music through practical work, playing rhythm patterns, but experimenting with dynamics, tempo, texture and timbre. All these skills will lead into a final ensemble performance, using rhythms as the focus.	By the end of this unit children will have a good understanding of the interrelated dimensions of music and be able to apply them in practical work (tempo, dynamics, texture and timbre). They will be able to play glockenspiels and other percussion instruments, following a simple rhythm score. They will develop their sense of pulse by playing in time to backing tracks, and performing in groups.

BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
Children will build on the rhythm work they did in Y3, further developing their recognition of rhythm notation, and being able to perform from this. They will add to their musical vocabulary and understanding of the interrelated dimensions of music, exploring each element through practical work. They will also extend their performance and instrumental skills, using tuned and untuned percussion.	. The music curriculum is very much on a progressive spiral, so children will continue to revisit their sense of pulse and understanding of rhythm in future units. Later in Y4 they will add staff notation to their rhythm notation skills. Performance skills will be included in all units in Y4, but they will extend their instrumental experience onto the keyboard.	Feeling the pulse Performing rhythm patterns in time to the pulse	**Vocab:** Pulse, rhythm, Crotchet (ta), quaver (te-te), rest (sh), Names of percussion instruments – chimes, glockenspiels, shakers, bongo etc Dynamics, tempo, timbre, texture, pitch, melody

NC COVERAGE

KS2 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.

SKILLS FOCUS	SUGGESTED SEQUENCE OF LEARNING
By the end of this unit the children should know (knowledge):	**Lesson 1:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** 1.Categories (Names) – feeling pulse 2. What is rhythm in music? Can anyone offer a definition – look at poster on the wall to explain – link to the beat.

• *Understand the elements: rhythm, pitch, tempo, dynamics, timbre and texture.* • *The names and symbols of some rhythm notation (crotchet, quaver and rest)* • *What a glockenspiel is and how to play it, as well as other untuned percussion.* **By the end of this unit the children should be able to (skills):** • *Follow simple scores with rhythm notation and perform the patterns using percussion instruments* • *Play in time to a backing track beat.* • *Compose and perform as part of a group (ensemble)*	3. Musical Futures Untuned Percussion Lesson 5, playing crotchets and quavers – initially with body percussion (recap from Y3). Start with warm-ups to get them in time – explain the link to being a drummer. Have a table competition – each table doing the warm- up to see who can get it in time together (focus on listening skills – to each other and to the beat) 4. Crotchet rhythm exercise, then into quaver rhythm exercise – link to maths/ fractions. Focus on counting the rhythms (1, 2, 1 & 2 & etc). 5. Combining crotchets and quavers exercise – again, do a table competition. Explain that combining note values is how we make rhythm patterns in music. 6. Final activity – can they apply this knowledge? Give each table a rhythm flashcard with crotchets, quavers and rests. As a group they need to be able to say their rhythm first, and then decide which combination of drumming/ body percussion patterns to use to perform it (knees, stamp, clap etc). Practise as a group. 7. Finish the lesson with each group saying their rhythm for the rest of the class and then performing it to the backing beat on MF) **Lesson 2:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** 1. Categories warm-up 2.PPT Slide 2 – playing rhythm patterns practise and then play using MF Lesson 6 backing track. 3.Give out instruments – recap names/ how to play. 4.Experiment with dynamics, tempo and timbre – focus on the meaning of each of these elements. 5.Perform/ film **Lesson 3:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** Categories warm up/ Teach Lemon Lime rhyme 2.Instruments out, recap rhythms and key vocab from last week. 3.Use MF Untuned Percussion 13 backing track (follow score 1), play each rhythm through. 4.PPT – intro TEXTURE – explore by splitting class into 3 groups and building up to layering all 3 rhythms over the backing track (film performance) **Lesson 4:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** 1. Categories/ Lemon Lime warm-up 2.Instruments out, recap rhythms and key vocab from last week. 3.Use MF Lesson 7 backing track to play our 3 part texture. 4.Intro PITCH/ MELODY – give each group notes for C chord, and glockenspiels, each student to use rhythm 3 to improvise a melodic pattern using the chord notes, and play it twice. Perform like a categories game, going round the room ,aiming to keep in time to the backing track. **Lesson 5& 6:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps***

	Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect **1.Teach them Lemon Lime warm-up** **2. Each pair to write a 4 beat rhythm pattern using crotchets, quavers and rests. Demo and example. Work through steps to composition. Write rhythm on whiteboard, say it and play it (using body percussion), then write up final version on sheet. Then each group to choose a set of instruments, deciding on the timbres they want (guiros, claves, shakers or chimes) Each group to then practise their rhythm** on their instruments, focusing on playing in time together, 4 times through 3. Practise time for each group. 4. Each group to perform their rhythm (film it). This process may take over 2 lessons – composing and planning in Lesson 5, rehearsing and performing in Lesson 6. **Lesson 7:** ***written, practical exploration, fieldwork skills, group work, play based learning, oracy, outdoor learning, active learning, photographs, maps*** ***Key Driver: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **1.Watch back videos from last week – give each group a target for improving their performance.** **Give out instruments** **2. Each group to then practise their rhythm** on their instruments, focusing on playing in time together. Play their pattern 4 times (either together, or one after each other) 3. Practise time for each group. 4. Each group to perform their rhythm (film it) whilst other groups try and write down the rhythm pattern by listening to their performance. 5.Review of term: look at end points together – thumbs up or down on knowledge. 6. Knowledge Quiz

End Points

- **Tell me about a time when you have performed a piece of music on a percussion instrument by following a music rhythm notation.**
  (rhythm patterns on the board, playing glocks/ claves/ shakers etc, describe the rhythm pattern, or notate it)
- **What is tempo in music?**
  The speed of music.
- **What are dynamics in music?**
  How loud or soft the music is.
- **What is meant by timbre in music?**
  The different sound quality that instruments have.
- **What is meant by texture in music?**
  How many parts and layers there are in music.

Autumn 2:
Lesson 1: Build on rhythm work with percussion play-alongs on MF and Kaboom, plus singing games