

YEAR 4 ADVENT 1 – Toca Bonito						
<b>Prior Knowledge</b>	<p><b>Pupils can:</b>                      Sing collectively at the same pitch.                      Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                      Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).                      Perform together, following instructions that combine the musical elements.                      Improvise on one or two notes on a tuned instrument.                      Differentiate between beat/pulse and rhythm.                      Be able to use their skills reading stave notation to play from sheet music.</p>					
<b>New knowledge</b>	<p><b>Pupils will:</b>                      Understand the word Dynamics and how different dynamics can change music.                      Be able to play the same music with different dynamics.</p>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Medium term knowledge</b>	Pupils will know the style Latin through music <u>listening</u> . Pupils will know how to sing the lyrics within the piece. Pupils will know how to clap the syncopated rhythms in the piece along to the lyrics. Pupils will know how to <u>perform</u> the rhythms by ear on one note.	Pupils will know how to play new notes within the piece by <u>listening</u> . Pupils will know what a syncopated rhythm is. Pupils will <u>perform</u> the piece with the new notes.	Pupils will know how to <u>compose</u> with at least 3 notes for their instrument. Pupils will know how to write their <u>composition</u> on a musical stave.	Pupils will know how to play their <u>composition</u> on their instrument, reading from stave notation. Pupils will know the dynamic markings <i>forte</i> , <i>piano</i> , <i>crescendo</i> , <i>diminuendo</i> . Pupils will know how to add dynamics to their <u>composition</u> .	Pupils will know how to <u>perform</u> the piece in full of stave notation. Pupils will know where their <u>composition</u> fits within the whole piece. Pupils will know how to sing and play using dynamics.	Pupils will know how to perform musically and with good <u>musicianship</u> within a <u>performance</u> .
<b>Vocabulary</b>	<b>Latin</b>	<b>Syncopation</b>	<b>Crotchets, Quavers, Minims, Semibreves, Rests</b>	<b>Forte/piano</b>	<b>Crescendo/diminuendo</b>	<b>Assess</b>

<p><b>Individual Lesson Plan</b></p>	<ul style="list-style-type: none"> <li>• Listen to the new piece Toco Bonito discuss musical style and structure.</li> <li>• Listen to a Latin piece e.g. 3 Oye Coma Va by Santana.</li> <li>• Teach pupils the lyrics to Toco Bonito and sing along with backing track.</li> <li>• Teach pupils how to clap the Toco rhythm along to the backing track.</li> <li>• Separate into instrument groups to learn how to play Toco, by ear, on one note on our instrument.</li> <li>• Plenary: Groups come together to perform the one note rhythm and the lyrics to the backing track.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap key vocabulary and pieces from last week.</li> <li>• Recap on pitch and what it means</li> <li>• Explain what syncopation means and demonstrate with copy back</li> <li>• Recap how to read staff notation and any new notes for piece Toco Bonito</li> <li>• Split into instrument groups to learn new technique and rehearse piece Toco Bonito</li> <li>• Plenary: Groups come together to perform Toco Bonito with staff notation and new technique</li> </ul>	<ul style="list-style-type: none"> <li>• Recap key vocabulary and notation from last week</li> <li>• Recall composition knowledge from year 3.</li> <li>• Using composition packs, in pairs, pupils to compose a rhythmic phrase. (Up to four bars) then decide which note they are going to use for each bar.</li> <li>• Plenary: Pupils to perform their composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap notation and key vocabulary from last week</li> <li>• Introduce new word Dynamics and what it means</li> <li>• Teach and explain new dynamic markings Forte, piano, crescendo and diminuendo</li> <li>• Using one composition from each instrument group from last lesson, each group to practice playing their part. As a group, pupils to add dynamics to their composition.</li> <li>• Plenary: Groups come together to perform Toco Bonito with compositions in the middle section of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap key vocabulary, notation and dynamics from last week</li> <li>• Instrument groups to rehearse compositions from last lesson.</li> <li>• Plenary: All groups to perform Toca Bonito together, with compositions in the middle of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap all vocabulary, notation and dynamics learnt this half term</li> <li>• Rehearse, perform and record Toca Bonito.</li> <li>• Plenary: Watch and appraise performance.</li> </ul>
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YEAR 4 ADVENT 2 – Techno Echo						
<b>Prior Knowledge</b>	<p><b>Pupils can:</b>                      Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.                      Be able to read rhythm notation and associate the correct names for lengths of notes (Crotchet, Minim, Quaver, Semi-Breve).                      Perform together, following instructions that combine the musical elements.                      Improvise on one or two notes on a tuned instrument.                      Be able to use their skills reading stave notation to play from sheet music.</p>					
<b>New knowledge</b>	<p><b>Pupils will:</b>                      Extend their skills reading stave notation to be able to read below the treble clef stave (for trumpet).</p>					
	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
<b>Medium term knowledge</b>	Pupils will know how to recognise the Techno style of music through <u>listening</u> . Pupils will know how to play the notes required for the new piece on their instrument. Pupils will know how to read their notes for Techno Echo from stave notation.	Pupils will know how to <u>perform</u> sections A- C of the piece. Pupils will know how to read stave notation for sections A-C Pupils will know the words <i>staccato</i> and <i>legato</i> . Pupils will know how to play staccato and legato notes on their instrument.	Pupils will know how to create question and answer phrases using a range of at least 3 notes for section D of the piece. Pupils will know how to incorporate legato and staccato into their question-and-answer phrase. Pupils will know how to use dynamics within their question-and-answer phrases.	Pupils will know how to <u>perform</u> their question-and-answer phrases on their instruments with good <u>musicianship</u> . Pupils will know how to play new notes on their instruments for the extended parts. Pupils will know how to read the extension parts from stave notation.	Pupils will know how to <u>perform</u> the whole piece. Pupils will know how to <u>perform</u> musically, using dynamics and articulation. Pupils will know how to read their part from stave notation. Pupils will know how to use a D.S al Fine.	Pupils will know how to <u>perform</u> musically and with good <u>musicianship</u> at a school concert.
<b>Vocabulary</b>	<b>Techno</b>	<b>Stave</b>	<b>Time signature</b>	<b>Staccato, Legato</b>	<b>D.S al Fine</b>	<b>Assess</b>

<p><b>Individual Lesson Plan</b></p>	<ul style="list-style-type: none"> <li>Recap music vocabulary and notation from last half term</li> <li>Introduce time Signature and what it means</li> <li>Listen to the new piece Techno Echo discuss musical style and structure.</li> <li>Look at Stave notation required on each instrument and Q and A on stave notation</li> <li>Split into instrument groups to learn new technique and notation on instruments</li> <li>Plenary: Groups come together to perform part of the piece on their instruments</li> </ul>	<ul style="list-style-type: none"> <li>Recap music vocabulary and notation and time signature</li> <li>Introduce new musical words staccato and legato and their meaning</li> <li>Split into instrument groups to learn sections A – C of Techno on instruments using stave notation</li> <li>While in groups pupils will learn how to play staccato and legato.</li> <li>Plenary: Groups come together to perform A-C of the piece on their instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Recap music vocabulary, notation, time signature, staccato and legato</li> <li>Explain question and answer phrases and demonstrate how to play them with at least 3 note range.</li> <li>In pairs, students to compose their own question answer phrases by ear using legato and staccato.</li> <li>Plenary: Students to show their phrases to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Recap music vocabulary.</li> <li>Split into instrument groups to look at the Techno Echo extension parts learning how to play new notes required and how to read those new notes from the stave.</li> <li>Plenary: Groups come together to play the new parts with the backing track, incorporating the Q and A phrases from last lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Recap all music vocabulary from the project.</li> <li>Rehearse and record Techno Echo for a concert performance next week implementing all dynamics and articulation.</li> <li>Listen/ watch their rehearsal recording and appraise, discussing any changes required.</li> <li>Plenary: Rehearse piece once more, incorporating any changes required.</li> </ul>	<ul style="list-style-type: none"> <li>Watch the recording again made last week and recap any changes decided upon last week. Are there any further changes to be made?</li> <li>Rehearse the piece, remembering good performance techniques discussed previously.</li> <li>Plenary: Perform Techno Echo.</li> </ul>
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