

YEAR 4 Pentecost 1						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read and write 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. Be able to use their skills reading stave notation to play from sheet music. Describe how Harmony affects the mood of music. Describe the structure of music in terms of Beginning, Middle, and End.					
New knowledge	Pupils will: Learn the Pentatonic Scale (in C). Use the Pentatonic Scale to compose a short piece of music with melody and rhythm.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know and recognise the style of music of the Far East through listening. Pupils will know what a pentatonic scale is. Pupils will know some instruments from the far East. Pupils will <u>perform</u> a simple pentatonic melody.	Pupils will know how to sing a pentatonic action song in 3 parts. Pupils will know how to read the rhythm notation for the pentatonic piece. Pupils will be able to clap the rhythm notation for Sunset in Bali.	Pupils will know how to play the notes for the new piece on their instrument. Pupils will know how to clap the rhythm and read the notation from the stave. Pupils will play their part with the backing track.	Pupils will know how to compose a 4-bar C-pentatonic scale <u>composition</u> written on the stave using crotchets. Pupils will know how to play their compositions.	Pupils will know how to structure the piece. Pupils will know how to incorporate their pentatonic <u>composition</u> within the whole piece. Pupils will rehearse the pentatonic action song for the end of topic <u>performance</u> .	Pupils will <u>perform</u> 2 pentatonic pieces and a song with <u>musicianship</u> . Pupils will listen to and appraise their performance, discussing what went well and what they might improve on.
Vocabulary	Far Eastern music	Pentatonic	Crotchet, Quavers, Minims	Harmony	Perform	Assess

<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Ask pupils if they know what the word “Pentatonic” might mean. Break down the word to hi-light “pent” to help them. • Watch Howard Goodall video “Pentatonic Music” can students identify the far eastern sound to some of the pentatonic examples? • Watch the “Music of the far east” power point, discussing the different instruments. • Use the boomwhackers/ glockenspiels and wooden percussion to create the simple colour coded piece “Sunset in Bali” at the end of the power point as a pentatonic example. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Show pupils the notated score version of Sunset in Bali comparing it to the colour coded version they learnt to play last week. • Reading from the score, groups to clap their rhythm notation for Sunset in Bali. • Practice each instrument group playing on instruments from the score. • Put all instrument groups together, playing from the notated score. • Watch the video “Pentatonic patchwork Ostinato patterns” and learn the individual patterns. • Plenary: Sing the different patterns together as a class. 	<ul style="list-style-type: none"> • Recall musical vocabulary. • Watch the video “Jasmine Flower” explaining this is a traditional Chinese folk song. This is our new piece. • Show pupils the notation for Jasmine flower. As a class, clap the rhythm notation first along to the backing track video. (4 bar intro) • Using boomwhackers/ glockenspiels, practice the melody, playing from notation playing along with the backing track. • Plenary: Put the piece together. 	<ul style="list-style-type: none"> • Recall musical vocabulary. • Demonstrate writing a 4 bar pentatonic melody on the board asking pupils which notes they would like to use from the pentatonic scale. • Play this melody to the pupils along to the Jasmine flower backing. • In small groups, pupils to compose their own pentatonic melody using crotchets only, writing the melody on the stave given on the worksheet. • Plenary: Groups to play their composition along to the Jasmine Flower backing. 	<ul style="list-style-type: none"> • Recall musical vocabulary. • As a class, decide how they are going to structure the piece Jasmine Flower to incorporate the melody and their pentatonic compositions. • Rehearse and record Jasmine flower in preparation for a performance next lesson. Watch/listen to recording and appraise, discussing any relevant changes. • Rehearse and record Pentatonic Patchwork. Watch/ listen to recording and appraise, discussing any relevant changes. • Plenary: Re-rehearse the pieces, making any changes discussed. 	<ul style="list-style-type: none"> • Watch the recording again made last week and recap any changes decided upon last week. Are there any further changes to be made? • Rehearse the pieces, remembering good performance techniques discussed previously. • Plenary: Perform Sunset in Bali, Jasmine flower, Pentatonic Patchwork and Come and See songs.
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YEAR 4 Pentecost 2						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Be able to read and write 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. Be able to use their skills reading stave notation to play from sheet music. Improvise on one or two notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End.					
New knowledge	Pupils will: Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Develop their improvisation skills further.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the style of a Gregorian Chant through <u>listening</u> . Pupils will know the style and structure of the new piece. Pupils will know how to play and read the notes for the introduction of the piece.	Pupils will know how to play the beginner section of the piece. Pupils will perform the beginning section together with the backing track. Pupils will know how to play their parts from reading stave notation.	Pupils will know how to <u>improvise</u> within the middle section of the piece. Pupils will know how to make the music more interesting by adding articulation and dynamics within the style of the music.	Pupils will know how to perform the piece with <u>improvisation</u> . Pupils will know to play musically and with <u>musicianship</u> . Pupils will self-assess their own performance.	Pupils know how to put together a programme for a summer concert <u>performance</u> . Pupils will revisit and rehearse their chosen pieces/ songs to sing and <u>perform</u> .	Pupils will <u>perform</u> the piece with <u>musicianship</u> .
Vocabulary	Gregorian Chant	Time signature	Improvisation	Musicianship	Rehearse	Assess

<p>Individual Lesson Plan</p>	<ul style="list-style-type: none"> • Watch the video “Complete Gregorian” Can the students suggest the purpose of this music and when it may have been written? (Church music 9th or 10th Century) • Using the “Tribal Groove starter note” scores, go through the notes for each instrument, recapping note reading. • In individual groups, learn the 8 bar starter section. • Plenary: Class come together to put the starter section together with backing track, reading from stave notation. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Listen to “Adiumus” as an example of a modern piece of music inspired by Gregorian chant. • Give pupils a copy of the “Easy” part for their instrument. Those who have lessons already can use a part relevant to their skill level. • Split into instrument groups to learn the rhythm and stave notation to the first half of the piece. • Plenary: Class come together to put this section together with the backing track, reading from stave notation. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Q and A “Improvisation” what do pupils remember from exploring this in previous topics? • In instrument groups, experiment with improvisation during the middle section of the piece. Explore using different dynamics and articulation to make the improvisation more interesting. • Plenary: Class come together to perform their improvisation with the backing track. 	<ul style="list-style-type: none"> • Recall vocabulary from previous lessons. • Stay together as a class to put together the whole piece Tribal Groove, with the improvisation section in the middle. Record this. • Listen/watch the recording and appraise. What went well? What improvements could be made? • Plenary: Perform again, making any changes the class decided upon. 	<ul style="list-style-type: none"> • Revise key words from last lesson. • Either as a class or in small groups, pupils decide a running order for their concert, exploring how to put together a balanced program. • Rehearse the pieces in program order. • Plenary: What went well? What improvements could be made? 	<ul style="list-style-type: none"> • Recap key performance skill techniques discussed last lesson. • Discuss appraisal from plenary last lesson. • Rehearse pieces with any changes to be made implemented. • Plenary: Perform and video concert.
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