



Music @



Year Four - Term One



Rationale/Curriculum links...

Pupils will be introduced to the concept of rests during this unit exploring this through the following key themes: **pulse, rhythm, melody, active listening and appraising, performance, singing and composition.**

Pulse - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using different tempos with other pupils playing ostinato.

Rhythm - Pupils will recap crotchets, quavers, minims and the equivalent rests; they will be introduced to syncopation and dotted rhythms.

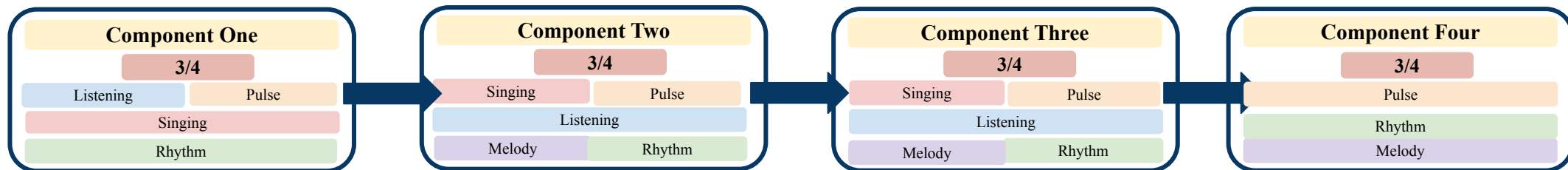
Melody - Pupils will perform five notes from notation including simple rhythms and rests.

Listening - Pupils will compare pieces of music from different traditions that contain two or more different parts.

Performance - Pupils will use tuned percussion and the voice to perform up to five note melodies and more complex rhythms.

Singing - Pupils will sing pieces in two parts that have different melodies

Composition - Pupils create a basic five note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. Pupils will develop rhythmic patterns up to four bars.



Component One

Listening:

Listen to [Short ride in a fast machine](#)
Describe the instruments, tempo, dynamics and mood.

Pulse:

Why is the woodblock used? (to keep the pulse)
Can you clap along to the woodblock for the first minute of the recording?

Singing:

Introduce the [Orchestra](#) Song
Introduce the [Violin](#) and Trumpet rhythms using the notation provided.

Rhythm:

1 Clap each rhythm while saying the words (Trumpet rhythm also uses new rhythm (Quaver and Semiquavers)
1a Split class into two - half clap/say Violin part... half the Trumpet part.
2 Clap the rhythm without saying the words
3 Sing the melodies for the Violin and Trumpet parts
Resource - piano part & also violin melody/ piano part/trumpet melody and both.

Component Two

Listening:

Listening to [Under Pressure](#)
Listen out for the bassline on Bass Guitar – riffs (links to year 3) – what other instruments do you recognise?

Pulse:

Continue using the [Orchestra](#) Song
Clap the rhythms of the Kettle Drum and Horn part and revise the names/note lengths for these two parts. Notice how many pitches are used in the two parts (Horns - 1 note and Kettle Drum 2 notes)
Use the same method of learning these parts as component 1.

Singing:

Rhythm:

Resource needed
Rehearse each of the 4 ideas again (Violin, Trumpet, Horn and Kettle Drums.)
Then split the class into four parts. Rehearse each groups part and build up the texture. As each part is added - consider dynamics. (with a smaller class adapt to three parts (Violin, Trumpet and Kettle Drums)
would need to provide a piano backing part

Composition

Melody:

Rhythm:

Using do (C) and so (G), compose your own riff.
Use keyboard or glockenspiel to create a riff on instruments or music explorer. Perform to the class.
Is it catchy? Is it repetitive? Can pupils sing it back?

Component Three: 3/4 time signature - Texture

Singing:

Lean on Me - Use the Charanga Original scheme.
This is a complete unit of work with lesson plans to follow.

Pulse:

Melody:

Rhythm:

Film Soundtrack - Listen to [Harry's Wondrous World](#) (Harry Potter)

How does this music make you feel? What makes it sound magical?

Listening:

In both the Orchestra Song and Harry's Wondrous World, the violin plays the melody.

How does this violin solo differ from the violin part in the Orchestra Song?

Component Four: Composition and Performance

Pulse:

1 Use music explorer to compose a 4 bar rhythm as a whole class

Melody:

2 Add the pitch function to music explorer composition using notes do, re, me, fa, so

Rhythm:

3. Stamp Pulse and Clap the rhythm

4. Using the rhythm from music explorer, compose a 4 bar melody using notes do, re, me, fa, so using tuned percussion.

5. Perform melody to the whole class.

6. EXTENSION - Explore adding the bass riff from component 2 with the new melody in small groups.

Listening:

[The Carol of the Bells.](#)

Identify the riff.

Sing the carol with accuracy.

Key Vocabulary

Bassline - The lowest line of a piece of music, usually played by a bass instrument.

Riff - a short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song

Syncopation - Rhythms where the emphasis is not on the main beat – common in jazz music

<https://youtu.be/kZ4BxOKn9O8>

Texture - how the tempo, melodic, and harmonic materials are combined in layers in a musical composition

Click on the link to access The Orchestra Song and resources.

<https://www.durhammusic.org.uk/the-orchestra-song-singalong-thursday-episode-13>

Further Resources:



Click here to access Kodaly [MUSICTRAX SING 1 \(so, mi\)](#)

Click here to access

- Cobbler, cobbler
- Here I come
- Magic Fingers
- Mary Anne

Click on the link to access Charanga

<https://charanga.com/site>

