

**School: Davyhulme and St Michael**

**Medium term Planning 2020-2021  
Spring Term**

**Subject: Music**

**Prior learning: Year 4**

**Year Group: Year 4**

<b>Week Beginning</b>	<b>Learning Objective</b>	<b>Teaching Activities</b>	<b>Success Criteria</b>
<b>Week 1</b>	Sing a song with musical expression and changes in dynamics and mood	<ul style="list-style-type: none"><li>• Sing the song with the faster backing track and then with the slower one. Ask the children to share preferences, supporting their choices with musical reasons where possible.</li><li>• Sing the song unaccompanied and try varying the tempo for each verse. Which verses should be slower or faster eg. could verses 1 and 2 be fast and verses 4 and 5 slower?</li><li>• Different weather produces different sounds. Harness the children's knowledge and consider how you might vary the dynamics for the weather in each verse</li><li>• Singing with the backing track, try making some verses staccato and others legato. Can the children sing staccato and very quietly at the same time? Try some other expressive 'mixes'.</li></ul>	Can children sing accurately using different dynamics and varying the articulation to create the mood?

Subject: Music

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Year Group: Year 4

<p><b>Week 2</b></p>	<p>Compose a piece of music using different weather sounds</p>	<ul style="list-style-type: none"> <li>• Prepare your pitched instruments with the notes of the D minor scale and write a selection of weather words on cards: rain, sun, fog, lightning, hail, snow, ice, wind, thunder, hurricane, haze, cyclone, etc.</li> <li>• Discuss ways to achieve weather sounds using voices and/or instruments. Remind children of the names of the interrelated dimensions of music and explain that these are the building blocks of music-making.</li> <li>• Organise children into small groups and give each one a ‘weather card’. Invite each group to compose a short piece inspired by the weather named on the card. Record each group’s composition as a video or sound, using a sequencing app</li> <li>• Play the recordings in a random order. Alternatively, create a card sequence and play back in that order, perhaps creating a graphic score of the final version.</li> </ul>	<p>Can children choose appropriate sounds and musical elements to evoke a particular type of weather?</p>
<p><b>Week 3</b></p>	<p>Use musical terminology to describe a piece of music</p>	<ul style="list-style-type: none"> <li>• Listen to a piece of music that describes the weather.</li> <li>• Encourage the children to use musical terms to describe what they hear and how they think the</li> </ul>	<p>Can the children use musical terminology to describe the music they hear and the music they have composed?</p>

Subject: Music

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Year Group: Year 4

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<p><b>Week 4</b></p>	<p>Sing a song with clear articulation and expression, and add actions</p>	<ul style="list-style-type: none"> <li>• Clap the rhythms of the various characters and team names in the song (eg. ‘hairy caterpillar’ – ‘Aston Villa’), and then say them with exaggerated teeth and lip movements.</li> <li>• There are 16 animal characters – invite the children to suggest an action for each one. Have everyone copy the action of the child who invented it, or appoint a soloist or solo group.</li> <li>• Sing the song using the slower backing track, making sure that the words are sung clearly and with expression. Choose soloists for some verses.</li> <li>• Add the chosen actions and then sing the whole song with the backing track. Invite children to strike a pose for the final ‘That’s cool!’ (eg. the famous Usain Bolt pose!).</li> </ul>	<p>Can children articulate the words clearly when singing whilst singing with expressions and actions?</p>
<p><b>Week 5</b></p>	<p>Recognise simple rhythmic notation</p>	<ul style="list-style-type: none"> <li>• Prepare some cards, each one displaying the name of a football team (use names with different numbers of syllables, and perhaps team colours). Then make another set of cards, showing rhythms for the team names. Use crotchets, quavers and minims.</li> <li>• Say and clap the rhythms of the chosen teams, asking</li> </ul>	<p>Can children correctly match the rhythm of the team names to the appropriate rhythmic notation?</p>

Subject: Music

Prior learning: Year 4

Year Group: Year 4

		<p>children to echo.</p> <ul style="list-style-type: none"> <li>• Arrange the children in small groups and distribute the cards. Can children match the team names to the rhythm patterns?</li> <li>• Ask each group to join together any two names/patterns and then say and clap the sequence. Have each group clap their sequence to the class for other children to identify.</li> <li>• Now ask each group to create a four-pattern sequence (this can involve repeated words) and then play it on percussion instruments to form a short, rhythmic performance piece.</li> </ul>	
Week 6	Sing a song accurately with an awareness of phrasing and melodic shape	<ul style="list-style-type: none"> <li>• Rehearse the chorus with the slower echo track.</li> <li>• Ask the children to think the sound of the starting note, breathe and then sing with open mouths.</li> <li>• Warm the sound on the ‘oo’ in each ‘look’. Keep the sound bright: try lifting the eyebrows to support and maintain the pitch.</li> <li>• Emphasise consonants marked with an accent but don’t shout. ‘Listen to the warning’ should be quiet, but keep the energy and don’t get slower. ‘Be cool’ should be like a whisper but not too breathy: clear diction is needed here.</li> <li>• Now listen to the verse on the slower echo track. Can children use their hands to show the shape of the melody? Show them a score with the ‘dots’ joined up to illustrate the rise and fall</li> </ul>	Can children sing rhythmically and in tune, changing the articulation and dynamics as necessary?

Subject: Music

Prior learning: Year 4

Year Group: Year 4

		<p>of the melodic line.</p> <ul style="list-style-type: none"> <li>• Say the words and clap the rhythm with the echo, listening hard to make sure that it's accurate. Can children identify where they need to be particularly careful (eg. on 'clean', 'al-ways' and 'world' in Verse 1)? Sing the echo for verses 1 and 2.</li> <li>• Finally, sing through the whole song with the backing track; it should feel very relaxed and laid back.</li> </ul>	
<p>Week 7</p>	<p>Improvise in a jazz style</p>	<ul style="list-style-type: none"> <li>• Create a backing track on a tablet or computer using the jazz chords Dm6/9 (D, F, A, Bb and E) and A7b9 (A, C#, E and Bb). Most apps will let you alter the chords quite simply – ask your music leader to help! Create two bars of Dm6/9 then two bars of A7b9; copy and paste to make eight bars.</li> <li>• Play your eight bars, allowing it to 'loop' (repeat continuously). Encourage children to improvise over the backing, either singing on the note A or playing an A on an instrument of their choice.</li> <li>• Once everyone has practised, allow each child to improvise in turn over the backing. Finish with a big round of applause in true jazz style! Every contribution is to be valued. Some children will be more adventurous when they have another go.</li> <li>• For those who are ready, develop improvising skills by using two notes, A and D; and then try three notes: D, E and F.</li> </ul>	<p>Can children improvise on one note over a backing loop?</p>

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<p>Week 8</p>	<p>Sing accurately in unison and in parts with an awareness of phrasing</p>	<ul style="list-style-type: none"> <li>• Listen to the slower echo track and sing with the echo:</li> <li>• Take care on the up-beats for ‘ya tu’, ‘i ya’ and ‘na turn-’ – sing both syllables.</li> <li>• On the third ‘Janie Mama’, check that children are singing the second note for ‘-ma’.</li> <li>• Hold onto the long notes for their full value (they will sound against the other parts).</li> <li>• Hand-mark the outline of the melody, or invite the children to show the contour with their hands. Try joining the ‘dots’ on the score to find the highest or lowest notes. Which notes stay the same?</li> <li>• Each four-bar line should be sung in one breath. Rehearse each line several times and then try putting the whole song together in unison.</li> <li>• Once the children are confident, divide into two groups and sing the song as a round in two parts: the second part begins after the first four bars. Then try dividing the group into four and singing a four-part round.</li> <li>• Would any children like to sing a solo verse?? Janie Mama (John) is calling out to the girls. Can children emphasise the call – a bit like ‘hello’?]</li> </ul>	<p>Can children sing in unison and then in parts? – recognise the shape of the melody and sing each line in one breath?</p>
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Year Group: Year 4

<p><b>Week 9</b></p>	<p>Listen to and discuss some well-known calypso songs</p>	<ul style="list-style-type: none"> <li>• Play short excerpts from a selection of calypso songs, eg. Day-O, Island in the Sun, There’s a hole in my bucket. Do the children recognise any of them?</li> <li>• Can children identify from these songs any musical characteristics of calypso? (eg. four-beat metre; lively, syncopated rhythms; call-and-response structure).</li> <li>• The lyrics in a calypso are often witty or humorous and the language is often not quite English. The songs were first sung on plantations in the Caribbean and the workers did not want their masters to understand them; the result is a little like today’s ‘text speak’. For a challenge, try creating some ‘text’ lyrics to fit the melody of the song, and then have a go at singing them.</li> <li>•</li> </ul>	<p>Can children use musical vocabulary to describe Calypso songs?</p>
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<p><b>Week 10</b></p>	<p>Compose and perform a short rhythmic piece</p>	<ul style="list-style-type: none"> <li>• Create a set of cards showing word rhythms from the song, eg. ‘Janie Mama’, ‘suzika’, ‘ya tu’, ‘turnmina’,</li> </ul>	<p>Can children sequence name rhythms to make a coherent piece?....Play the rhythms as a round?</p>
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		<p>‘yavana’; also include some name rhythms for children in the group. Make four cards for each word rhythm. Say and clap these rhythms together.</p> <ul style="list-style-type: none"><li>• Show some cards to the children; can they identify the name from the notation? Arrange the children into groups of four and give each group a set of cards. Invite them to sequence four cards and play the resultant rhythm (this could include repetition).</li><li>• Now ask each group to play their chosen sequence as a round on untuned percussion, one child entering at a time.</li><li>• Invite the groups to decide how they would like to start and finish their rhythmic rounds, and then perform them to one other.</li></ul>	
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<b>Week 11</b>			
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<b>Week 12</b>			
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<b>Week 13</b>			
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<b>Week 14</b>			
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<b>Week 15</b>			
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<b>Week 16</b>			
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