

**School: Davyhulme**  
**Subject: Music**  
**Prior learning: Year 4**

**Medium Term Planning 2020-2021**

**Winter Term**

**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 in a blues/gospel style with expression and dynamics	<p>Listen to the Sing Up performance track and pose questions to children: How many times do they hear the phrase 'This little light of mine' in the opening chorus? (three) Which two of the responses on the words 'I'm gonna let it shine' are the same as each other? (first and third)</p> <p>Play the performance track again, joining in with the chorus and listening to the words of the verse. Watch out for the 'blues note' (B flat), which occurs at various points; have a signal to indicate that it is coming up; this will help children prepare for it.</p> <p>Practise singing the phrase 'shows what the power of love can do' alone, and then put it into context with the rest of the verse.</p> <p>Once confident, put the whole song together, singing first with the performance track and then with the backing.</p>	<p>Are the children singing expressively with appropriate style and dynamics?</p> <p>Are the children singing the blues note accurately and watching for teacher direction?</p>

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<p><b>Week 2</b></p>	<p>Sing in a blues/gospel style with expression and dynamics</p>	<p>Listen to a recording of this popular song and watch some footage of spirituals that show movements and vocal improvisation. Can children add their own slight American accent when singing along? Discuss how the vocalists have used the tone of their voice, movement and dynamics to add expression to their performance.</p> <p>Add shape to the song using dynamics and different vocal textures:</p> <p>Add a little crescendo through the long notes ('shine' and 'mine')</p> <p>Start the first verse with a small group singing. Increase the number of singers from line 3 gradually, until the whole group are singing for the chorus.</p> <p>The second verse could be split into solos for each day of the week, with everyone joining in for Sunday. This will help bring the song to an exciting climax!</p>	<p>Can the children sing short melodies (individually or in a small group) tunefully and with shape and expression?</p>
<p><b>Week 3</b></p>	<p>Improvise using the voice and tuned percussion on the notes of the pentatonic scale</p>	<p>Extend the warm-up activity by singing words from the song on notes from the pentatonic scale. Introduce the 'blues' note (B flat) to the improvisation:</p> <p style="text-align: center;">G A A G G A B Bb A G</p> <p style="text-align: center;">This lit-tle light Let it shine Let it shine</p> <p>Invite the children to improvise their own phrases and select a few to sing them as 'responses' to 'This little light of mine' in the chorus. This creates a gospel style of singing.</p>	<p>Can children improvise short patterns using voices and instruments on the pentatonic scale and the 'blues note'?</p>

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		Using pitched instruments, play some short rhythmic patterns on the note G for the children to copy. Gradually develop this by introducing more pentatonic notes along with the blues note (B flat). Invite children to work in pairs to create their own calls and responses to perform to the rest of the group.	
<b>Week 4</b>	Choreograph a performance with an improvised section	<ul style="list-style-type: none"> <li>• Practice moving to the beat while singing this song. Start by swaying from side to side, then add an offbeat clap 1234. Make sure shoulders are relaxed.</li> <li>• Invite children to suggest gestures for the verses e.g. for love, beats hands together on chest to indicate a heartbeat.</li> <li>• Practice playing one of the children's call and response patterns on instruments for the length of one chorus.</li> <li>• As a group, decide how to structure the song using some of the elements explored brackets (dynamics, improvisation, coffee cups, etc.) Give a performance in a gospel style.</li> </ul>	Can the children sing the entire song whilst moving to the beat?
<b>Week 5</b>	Enhance musical expression through actions and lyrics	<p>Listen to the performance track, joining in on the word 'Juba' and clicking fingers on the off-beats. Notice how the word 'Juba' is sung on the same note each time, but ascends for 'Juba <b>up</b>' and descends for 'Juba <b>down</b>'.</p> <p>Can children identify phrases that repeat? Which one has a different ending? ('You gave me the skin' – the note at the end is higher than previously.)</p> <p>Sing along with the performance track, and indicate to the group how many times they have sung the final four 'Juba's so</p>	<p>Can the children identify the different endings to the phrases in terms of pitch?</p> <p>Can they count repetition carefully so that they end the song cleanly?</p>



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<b>Week 7</b>	Gain an understanding of phrasing, texture and song structure	<p>Display the lyrics for everyone to see and put on the performance track. Encourage everyone to count 1–2–3–4 in time with the beat. Can they work out how long various phrases are: the ‘Juba’ introduction (4), the first verse – ‘Juba ... double trouble’ (3), the middle ‘Juba’s (2), the ‘Juba’ outro (4)? The children should notice that most phrases are two or four bars long. The only section with three bars is the first verse; the introduction is the same as the outro (or ‘coda’).</p> <p>As a group, discuss how to divide up the phrases between singers to vary the texture. Could different children act as ‘leader’ to create a call-and-response texture? Can the word ‘Juba’ be sung as a solo by different people each time?</p>	Can the children identify accurately the number of bars in the different phrases?
<b>Week 8</b>	Create a group performance using movement, instruments and new lyrics	<p>First, agree on the structure of your song, selecting some of the new lyrics that different children have created to form additional verses. Sing this through together and then add some textural variation using soloists and call-and-response singing.</p> <p>Next, add some percussion: have a small group of children playing the first beat of the bar on African drums or other untuned percussion. Using the rhythm from the vocal warm-up, invite another small group to play this pattern on the shekere or maracas. Select rhythms for the new verses taken from the new lyrics.</p> <p>Ask individuals to create their own dance moves to the song words.</p>	Can the children play an ostinato accompaniment with the song to fit with the beat?

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<b>Week 9</b>	Sing songs and play rhythms characteristic of the Tango	<ul style="list-style-type: none"><li>• Covid- Watch video/ powerpoint showing the dance and the music. Go through characteristics of the music relate to the movement.</li><li>•</li></ul> Listen to the performance track of Harvest Tango; can children recognise the foods and pronounce clearly? Listen to the call on the slower version, encouraging children to copy: this will help everyone to learn the words. Sing the call together, then try using a soloist or small group. Finally sing through the whole song accompanied by the backing track. Watch out for the accelerando (getting faster).	Can the children sing it slower and learn the correct Harvest tango Pronunciation of the lyrics?  Can the children echo back with the correct words and melody shape?
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<b>Week 10</b>	Sing and play rhythms related to the Cha cha dance incorporating actions and changes of tempo	Covid project work powerpoint and videos showing the cha cha. Learn the song, 'Sing Cha Cha – Easy vocal part.	Can the children sing accurately with expression while performing the actions?
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<p><b>Week 11</b></p>	<p>To Learn Rock n roll song monster mash and song actions/dance</p> <p>Learn in historical context to life in the 50's. How was it different?(covid)</p>	<p>Watch powerpoint on the life in the 50's. Children to fact find and go through quiz on the 50's(covid)</p> <p>Watch the monster mash video.</p> <p>Learn the actions to the song</p> <p>Learn to speak/rap the words of monster mash.</p> <p>Add vocal backing singers(typical 50's rock n roll ballad)</p>	<p>Can the children keep sing backing vocals at the same time as rapping the words in time with rhythmic accuracy?</p>
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<p><b>Week 12</b></p>	<p>Learn the locomotion dance and listen and compare two versions song from the 60's and the 80's? What is different musically/ fashion etc?</p>	<p>Covid – Show pictures of typical life in the 60's.          Cultural – fashion etc.          Watch /analyse two versions of Locomotion          Learn the dance actions. Imitating the train etc.          Sing the song with accurate pitch          Winter extraffordganza preparation</p>	<p>Can the children move in time whilst singing the song with accurate pitch?</p>
<p><b>Week 13</b></p>	<p>Learn the rhythms and dance actions of a Bavarian style song</p>	<ul style="list-style-type: none"> <li>• Covid - Powerpoint on October fest – and video of children performing a Bavarian dance</li> <li>• Watch and listen to the Birdie Dance. Leant the actions. Clap the rhythms with notation Joggings and walks. Watch a profession body percussion group.</li> <li>• Children to perform Birdie song rhythms with a variety of body percussion accurately from a musical score</li> <li>• Winter Extraffordganza preparation</li> <li>• Christmas body percussion songs (score reading)</li> </ul>	<p>Can they perform rhythms accurately with the correct body percussion sounds reading a musical score?</p>
<p><b>Week 14</b></p>	<p>Learn to perform in the style of a waltz with a sense of metre and</p>	<p>Covid – Watch powerpoint and video of waltz.          Learn to move to a waltz          Learn to conduct 3 time metre          Perform rhythms of a waltz</p>	<p>Can the children Perform waltz rhythms accurately with a sense of metre.</p>

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<b>Week 15/16</b>	Christmas quiz	Christmas quiz	Can the children play chords on pitched instruments with confidence?
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