AMBERLEY PRIMARY SCHOOL
MTP PLANNING WEB
YEAR 4 – Autumn 2
MAIN SUBJECT: Music – Sing Up

INTENT

What do we want the children to remember/ be able to do?

- Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat, if you have one).
- Sing in a Gospel style with expression and dynamics.
- Play a bass part and rhythms ostinato along with *This little light of mine.*
- Sing Part 1 of partner song rhythmically.
- Listen and move in time to songs in a Gospel song.

IMPLEMENTATION/ IMPACT

Sequence of lessons

This Little Light of Mine

- **Lesson 1:** Get to know the song 1.
- **Lesson 2:** Get to know the song 2.
- **Lesson 3:** Progression snapshot 1. Make a video recording of children singing.
- **Lesson 4:** Play bass notes and a rhythm ostinato with the backing track.
- **Lesson 5:** Improvise on the notes of the pentatonic scale using the voice and instruments.
- **Lesson 6:** Create an arrangement of This little light of mine.
- **Lesson 7: Music appreciation.**

LEARNING HOOK

This Little Light of Mine

How do we develop SMSC?

Mental health benefits of singing, team work and working collaboratively

Vocabulary

Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion.
Pitch, structure, tempo, timbre, diction and improvise.
Pentatonic scale, Gospel Music, off-beat.
Crescendo (getting louder) Decrescendo (getting quieter)
Legato (smooth) staccato (detached)

Visits/ Visitors
Whole School Rocksteady Assembly

National Curriculum for Music KS2 coverage: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.

Model Music Curriculum Coverage Year 4 Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (*crescendo*) and quieter (*decrescendo*). Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (*legato*) and detached (*staccato*).

MEASURING IMPACT

Assessment

By the end of this unit, children will be able to reflect on all things symmetrical whilst develop musical learning based on pupils' understanding in maths. They will be able to compose original music using similar concepts.

This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.