

Year 4	Block 1 – Musical Structures	Block 2 – Feelings Through Music	Block 3- Expression and Improvisation	Block 4 – The Show Must Go On!
Focus:	Music notation – structure and composing.	Listen and play and perform. Recorders	Improvise	Play and perform
Social question:	How Does Music Bring Us Together?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us with the Environment?
Lesson 1:	<p>Hoedown part 1 – Warm up – Understanding Music</p> <p>Listen and respond. Discuss the type of music. Can children find the structure of the song – what is its purpose.</p> <p>Learn and perform song.</p>	<p>Let your spirit fly part 1- Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Discuss what feelings the music evokes – how does it do that?</p> <p>Perform trying to include the features that have been discussed.</p>	<p>Train is a comin’ part 1 – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn song and play with instruments.</p>	<p>You can see it through part 1 – Warm up – Understanding Music</p> <p>Listen and respond. Discuss what will make a good performance.</p> <p>Learn and sing song. Children to perform in small groups if time allows.</p>
Lesson 2:	<p>Hoedown part 2 – Warm up – Understanding Music</p> <p>Listen and respond. Discuss what is the same and what is different about the structure.</p> <p>Recap Hoedown song.</p> <p>Children to work in groups to create their own song following the same structure. E.g. ‘stand up, sit down...’</p>	<p>Let your spirit fly part 2- Warm up – Understanding Music</p> <p>Listen and respond. How does this music evoke emotions. This music has no words, is it different?</p> <p>Focus on playing recorders – can we include feelings as we play.</p>	<p>Train is a comin’ part 2 – Warm up – Understanding Music</p> <p>Listen and respond. What is different to the music? Can we still improvise.</p> <p>Introduce children to pentatonic scale (CDEGA). Children to recap song and improvise using pentatonic scale or body percussion.</p>	<p>You can see it through part 2 – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Recap song. Children to play instruments to song (part 1).</p> <p>Perform in small groups.</p>
Lesson 3:	<p>I’m always there part 1 – Warm up – Understanding Music</p>	<p>Frere Jacques part 1 – Warm up – Understanding Music</p>	<p>Oh happy day part 1 – Warm up – Understanding Music</p>	<p>The octopus slide part 1 –</p>

	<p>Listen and respond.</p> <p>Learn song whilst discussing the structure.</p>	<p>Listen and respond.</p> <p>What happen when we sing together in a round?</p> <p>Start to look at it on the recorder.</p>	<p>Listen and respond.</p> <p>The singers work together in the piece – <i>antiphony – call and response</i>.</p> <p>Learn and sing song.</p>	<p>Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn and sing song. Children to perform in small groups if time allows.</p>
Lesson 4:	<p>I’m always there part 2 – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Discuss how music without words also has a structure.</p> <p>Children to start composing their own song following a structure of verse, chorus.</p>	<p>Frere Jacques part 2 – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Discuss dynamics, tempo etc.</p> <p>Play piece on recorder. Attempt to play in a round.</p>	<p>Oh happy day part 2- Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Recap song – children to then work in groups to use a song of their choice and include call and response improvisation like used in <i>Oh Happy Day</i></p>	<p>The octopus slide part 2 – Warm up – Understanding Music</p> <p>Listen and respond/ Recap song.</p> <p>Children to play instruments to song (part 1).</p> <p>Perform in small groups.</p>
Lesson 5:	<p>Martin Luther King- Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn and sing song.</p>	<p>The other side of the moon – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn song with voices and recorders, again focusing what we want it to sound like.</p>	<p>A world of sound – Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn and sing song.</p>	<p>Connect- Warm up – Understanding Music</p> <p>Listen and respond.</p> <p>Learn and sing song.</p> <p>Perform in small groups.</p>
Lesson 6:	<p>Create your own piece – Recap musical structures.</p>	<p>Recorders – Look at the pieces for the recorder festival. Recap notation.</p>	<p>Improvise – Recap what improvisation is.</p>	<p>Perform –</p>

	<p>Children to continue working in groups to compose and perform their own piece of music with a clear structure.</p>		<p>Play 'don't clap this one back'.</p> <p>Children to work in groups to provide pieces of music where they are improvising using a range of instruments.</p> <p>At least one child should keep the pulse.</p> <p>Recap crotchets, quavers before so that children can include these.</p>	<p>Children to pick their own song/piece of music.</p> <p>Work in groups to prepare the song.</p> <p>Perform to the class in small groups.</p>
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