



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: MUSIC – CHARANGA MUSICAL SCHOOL UNIT: Dancing in the Street

YEAR GROUP: 4

TERM Autumn 2

Vocabulary Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation, acapella, appraising, coda, phrase., minim, crotchet, semibreve, quaver, dotted crotchet, rests	Skills Perform: - Sing in tune using correct posture, clear diction and breathing. Show awareness of parts . <u>Perform to an audience</u> Compose: - Create accompaniment for a faster more complex piece of music than in previous units, using three notes Appraise: - Identify the piece's structure/instruments: Intro, verse, chorus, bridge. Lead voice/ backing vocals, keyboard, drums, bass guitar (rhythm sect), brass section (trumpet, trombone, sax) - Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture - Listen carefully to live and recorded music from a widening range of influences - Use more musical dimensions' vocabulary to describe music- duration, timbre, dynamics, pitch, tempo, texture, structure, rhythm, riff, ostinato and melody. Using Symbols and Notation: - Recap from yr3 reading notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Find regular opportunities to do action songs/sign language songs from resources sent last year. These can be music lesson starters or fitted in at the end/start of a day once a week.	What we already know Learning a song and singing in different parts (Singing Assembly) Performing a song (Christmas play) Year 3 – Glockenspiels, finding the pulse Recognise notes on a musical stave and some of the beats represented by different notes Build on previous year 4 unit- playing a range of notes on a glockenspiel and following a musical score
Other/Cross Curricular Links Summer Topic – ‘Summer in the City’ Maths – counting beats in a bar History/Geog- origins of Motown music Adaptation for SEND: Differentiated sheet music with ‘bronze’ option on Charanga	Application/ Outcomes - Listen to a range of music from the Motown genre and talk about the mood and musical dimensions eg structure, melody, riff, texture, dynamics, etc Children express own opinions about likes/dislikes - Experiment with riffs through improvisation games exploring pulse and rhythm building in complexity from year 3 where some children are the leader with others copying back clapping riffs Learn the song, begin to try out backing vocals with high/low parts - Improvise verse on glockenspiel/recorder using three notes. Compose more complex pieces of music with three notes – beginning to use notation to show number of beats and note names - Children contribute to the performance by singing different parts within the song, playing an instrumental part, improvising or by performing their composition. - Record the performance and discuss afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	Concepts ‘Motown’ as a musical genre Playing and reading music for the glockenspiel Number of beats in a song Listening Centre Activity to be done at midpoint of this unit: Listen to /appraise Oye Como va Music Genre: Latin Music Key Composer: Carlos Augusto Alves Santana