

## MEDIUM TERM PLAN

TERM: Autumn 2		YEAR GROUP: Year 4		SUBJECT: Music		
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 25.11.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 9.12.24	WEEK 7 DATE: 16.12.24
<p><b>LO:</b> To sing in two parts using expression and dynamics.</p> <p><b>Success criteria:</b> I can hold me own part. I can sing accurately. I can sing with expression. I can add relevant dynamics to my singing.</p> <p><b>Main event:</b> Go through song with children pausing and getting the children to sing in tune. Go through words with children and then practice in rounds.</p> <p><b>Support:</b> Could sing first in the round so that the melody on the backing track supports them in knowing when to sing.</p> <p><b>Challenge:</b> Should be able to maintain the tempo of the song and stay in time when singing as a round; could vary the dynamics of their singing to match the lyrics of the song (for example, the first verse of each pair works well sung softer than the second verse).</p>	<p><b>LO:</b> To recognise key elements of music.</p> <p><b>Success criteria:</b> I can identify the dynamics in the piece. I can express my opinion of the music and explain why. I can identify the mood of the music.</p> <p><b>Main event:</b> Children to listen to a piece of music and identify the key elements writing down key words on a piece of paper. Discuss which part of the river the music represented. Children then listen to individual sections in groups and identify what it represents.</p> <p><b>Support:</b> Could use the Resource: Keywords when completing the table in the listening activity; could have access to the audio link they need to answer the questions to replay it as often as needed; could focus on dynamics and tempo initially before moving on to the other areas of the music.</p> <p><b>Challenge:</b> Could be encouraged to focus on giving more detailed answers when describing texture and</p>	<p><b>LO:</b> To perform vocal ostinato.</p> <p><b>Success criteria:</b> I know what an ostinato is and when it might be used. I can sing my vocal ostinato in time. I can listen for my cue so I know when to start. I can offer suggestions to improve my work.</p> <p><b>Main event:</b> Children will be learning about ostinato (riffs) in music children to listen to the two pieces of music and describe what they have in common. Children to think about the ostinato rhythms and create a piece around rivers.</p> <p><b>Support:</b> Could sing the continuous ostinato, 'Kshhhhhh'.</p> <p><b>Challenge:</b> Could be given the responsibility of directing the ending of their group piece (or the class piece); could make suggestions for improvement, using musical terminology accurately.</p>	<p><b>LO:</b> To create and perform an ostinato.</p> <p><b>Success criteria:</b> I can create a simple ostinato. I can play my ostinato in time.</p> <p><b>Main event:</b> Children to use a percussion instrument to create their own Ostinato pattern. They should choose one part of the river to base their piece around.</p> <p><b>Support:</b> Could be given a sentence to use to generate their ostinato rhythm; could write the rhythm directly under the words, copying the way notes look from the Presentation: The percussive river; could choose their own way to notate the rhythm.</p> <p><b>Challenge:</b> Could create a longer ostinato pattern; each person in the pair could create a separate ostinato which could then be played together.</p>	<p><b>LO:</b> The performing river.</p> <p><b>Success criteria:</b> I can improve my piece to imitate the sound of a river. I can take on board suggestions from others in my group. I can perform my composed piece using dynamics and tempo change.</p> <p><b>Main event:</b> Children to refine and improve their Ostinato patterns from last lesson. Children can add their vocal ostinatos form lesson 3. Give the children a planning sheet to plan their performances.</p> <p><b>Support:</b> Could perform one of the easier ostinatos.</p> <p><b>Challenge:</b> Performance planning sheet with staves for notation; could take an active role in organising their group.</p>		

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	instruments/timbre, giving specific examples.					
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