

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 4		SUBJECT: Music	
WEEK 1 DATE: 02.09.24	WEEK 2 DATE: 09.09.24	WEEK 3 DATE: 16.09.24	WEEK 4 DATE: 23.09.24	WEEK 5 DATE: 30.09.24	WEEK 6 DATE: 07.10.24
<p>LO: To identify structure and texture in music.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I know what body percussion is. -I know that structure means the organisation of the music into sections. -I know that texture means how many different layers of music there are playing at a time. -I can identify the different sections in a piece of music. <p>Main Event: Children to listen to Choir makes it rain video. Play video again showing how the music was made. Explain to children over the weeks they will make their own rainforest pieces. Play song again and children to join in with actions ask children to think about the different layers of sound.</p> <p>Support: Should tell them what specific things they need to look for, e.g. different parts of the body being used and different people doing different things.</p> <p>Challenge: Could challenge them to explain the transition of the layers as listed in the main section of the lesson plan.</p>	<p>LO: To use body percussion.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can describe a piece of music, referring to: tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). -I can use body percussion to perform a boom clap click sequence and play in time with my partner. -I can create one line of my own sequence using a stamp. -I can record my rhythm using symbols or words. <p>Main Event: Children will compose a short piece using body percussion using Boom, Snap, Clap activity. Then introduce stamp and children to perform their creations.</p> <p>Support: Could pair children up with someone who you know has good rhythm; may give them a specific set of moves when introducing the stamp; could make them do it really slowly.</p> <p>Challenge: Should request that they use a faster tempo; could get them to clap each other's hands in different ways, e.g. high five, then low five, then behind the back, etc.</p>	<p>LO: To create musical rhythms using body percussion.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I know that there are four layers of the rainforest. -I can use body percussion to make two different rhythms to represent the forest floor and understorey layers of the rainforest. -Both rhythms consist of three or four sounds made by using my body. -I consider the movement of the animals that live in each layer when making my rhythms. <p>In my group, we can consider the overall structure and texture of the rhythms when they are put together.</p> <p>-I can record my rhythm.</p> <p>Main Event: Children to start making their compositions with the layers forest floor and understorey. Children should list the animals found on the forest floor and think about a body percussion sound for them. Then children to think about sounds for the understorey thinking about insect sounds.</p> <p>Support: Could focus only on the forest floor rhythms, which are more straightforward; could try combining groups, once they are confident with these so that these</p>	<p>LO: To create simple tunes.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I know that a repeated melody or a loop is something that keeps repeating. -I can make two simple melodies to represent the canopy and emergent layers of the rainforest. -I can work with a partner and use tuned percussion instruments to create a short melody line. -I consider the movement of the different animals within the layers of the rainforest and how this affects the pitch and tempo of my melodies. -In our groups, we can decide which melodies are most appropriate for each layer and record them. <p>Main Event: Children to come up with basic melodies for the canopy layer of the forest and the emergent layer of the forest using tuned percussion they should use these with their body percussion layers from last lesson.</p> <p>Support: Should have one of the starter melodies played for them and then offered some suggestions for making a longer melody; could use Activity: Melody starters.</p> <p>Challenge: Should be challenged to make their two melodies</p>	<p>LO: To build and improve a composition.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> -I can work as part of a group to build the structure of our rainforest inspired composition by considering: the best way to start and end, tempo (speed), dynamics (volume), texture (different layers), structure (organisation of the piece). -I can play in time with my group. -I can play my part in the composition accurately. -I can offer suggestions for improvements considering rhythm and melody. <p>Main Event: Children to recap the different layers they have been working on and practice them thinking about the tempo and volume to complement each other. Children to think about how they will layer and structure their pieces.</p> <p>Support: Could have an adult to support their timekeeping so they are playing alongside the rest of the group; could start the piece so they can focus on only their part.</p> <p>Challenge: Should include dynamics (volume) and a definitive texture (many layers at any one time).</p>	<p>Performance to grown ups to tie in with art exhibition.</p>

		<p>children can play with others who are also playing the understorey rhythms.</p> <p>Challenge: Could create their own understorey rhythms that work with the forest floor rhythms. (If children took part in the Kapow Instrumental lessons last year, they will be able to write down these rhythms, and use a greater range of notes – quavers, crotchets, minims, semibreves and rests.)</p>	<p>complementing each other, e.g. no clashing notes.</p>		
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------	--	--