

Manor Primary School

Music Year 4: Glockenspiel Stage 2

Overview of the Learning:

This Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, **the recorder**. This unit builds on the previous and leads to unit 3, please use the scores provided in other units once you have completed this one

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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
- use and understand staff and other musical notations

Pupils should be taught

Main learning:

To be able to read and play Music on the Glock for the notes C, D, E, F.

- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**

Expectations

Children will:

- Listen with understanding and direction
- Apply the interrelated dimensions of music in this context i.e. finding the pulse building to extended dimensions
- Use correct musical vocabulary linked to the music and general musical vocabulary correctly

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- Learn through repetition about the interrelated dimensions of music
- Work together in a band/ensemble
- Play beginner instrumental parts with more understanding
- Continue to form a basic understanding of notation
- Form a basic understanding of theory, the language of music
- Improvise with more creativity and understanding
- Compose with more creativity and understanding

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Music Year 4: Blackbird

Overview of the Learning:

This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Blackbird – a collection of Beatles songs.

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Pupils should be taught

Main learning:

- how to listen to music
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song

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- listen with attention to detail and recall sounds with increasing aural memory

To develop the correct musical vocabulary.

- to understand and use the [pentatonic scale](#) while [improvising](#) and [composing](#)
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main [style indicators](#)
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

Expectations

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

Manor Primary School Music Year 4: Lean on me

Overview of the Learning:

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This is a six-week Unit of Work. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Pupils should be taught

How to listen to music.

- To sing the song.
- To understand the geographical origin of the music and in which era it was composed.
- To experience and learn how to apply key musical concepts/elements, eg finding a **pulse**, clapping a **rhythm**, use of **pitch**.
- To play the accompanying Instrumental parts with or without notated scores
- To work together in a **band/ensemble**.
- To develop creativity through **improvising** and **composing** within the song.
- To understand and use the first five notes of the C Major **scale** while **improvising** and **composing**.
- To experience links to other areas of the curriculum (see Extension Activities).
- To recognise the style of the music and to understand its main **style indicators**.
- To understand and use general musical vocabulary and specific vocabulary linked to the song.

Expectations

Children can:

Know the style indicators of a soul song, explore rhythm, pitch and pulse in a piece of Music, explore the structure of songs, sing with enjoyment, play tuned and untuned musical instruments, perform as part of a group/class, to improvise

Manor Primary School Music Year 4: Mamma Mia – a timeless pop song

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Overview of the Learning:

All the learning is focused around one song: Mamma Mia. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. In this unit children will listen to and appraise pop song. Their work will be around the song **mamma Mia by Abba** They will identify **style indicators** of pop music; investigate how a pop songs are put together and explore **structure/form/shape** of a range of pop songs. They will also explore **Pulse/Rhythm/Pitch** of pop music. They will put tuned percussion to pop music, create musical compositions of their own to fit pop music and they will improvise. They will create a pop performance

Core Aims

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Pupils should be taught

how to listen to music

- to sing the song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without the notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum (see Extension Activities)
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

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Music Year 4: Stop

Overview of the Learning:

This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Stop! - a rap/song about bullying.

Core Aims

Pupils should be taught

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- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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

Main learning:

To find and play the notes on a Glock:

To read the notes on a Musical Score:

- how to listen to music
 - to understand the geographical origin of the music and in which era it was composed
 - to experience and learn how to apply key musical concepts/elements eg finding a pulse, clapping a rhythm, use of pitch
 - to play the accompanying instrumental parts with or without notated scores (optional)
 - to work together in a band/ensemble
 - to develop creativity through improvising and composing within the song
- To develop the correct musical vocabulary.
- to understand and use the pentatonic scale while improvising and composing
 - to experience links to other areas of the curriculum
 - to recognise the style of the music and to understand its main style indicators
 - to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
 - to undertake all these independently

Expectations

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality

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- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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