





Hartford Primary School

YEAR GROUP	4	SUBJECT	Music Use body percussion to create music with structure and texture	Unit	1
National Curriculum Statements	<ul style="list-style-type: none"> • 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. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • 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. 				
Prior Learning (What should they already know)	<p>Children have used their bodies to create sound.</p> <p>They have recorded music using crochets, quavers and minims.</p> <p>Children have composed and explored pitch and dynamics.</p> <p>Children have considered the structure of a ballad.</p>				
RETRIEVAL VOCABULARY	Dynamics, tempo, quavers, crochets, minims, pitch		NEW VOCABULARY	Texture, structure, melody, loop	

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	Identify structure and texture in music	<p>Listen to Choir make it rain (Kapow). https://video.link/w/29qaNOM0o0s</p> <p>Identify the structure of the music. This has an arch shaped structure</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.

		<p>Now listen and think about layering and texture. Identify scaled dynamics crescendo and decrescendo.</p>	<ul style="list-style-type: none"> I can identify the different sections in a piece of music.
LESSON 2	Copy and create simple body percussion patterns	<p>Listen to people perform using body percussion. https://video.link/w/liYkRarIDfo Discuss dynamics, texture, tempo and structure.</p> <p>Use boom, clap, stamp to perform given sequences using body percussion. Create your own using the actions.</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.
LESSON 3	To create musical rhythms using body percussion.	<p>Contextualised the rainforest https://video.link/w/k6ce?src=syt The children are going to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understorey), creating body percussion rhythms to represent these layers and their animals.</p> <p>Record this using notation.</p>	<ul style="list-style-type: none"> 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. In my group, we can consider the overall structure and texture of the rhythms when they are put together. I can record my rhythm.
LESSON 4	Use repeated melodies (loops)	<p>The children are going to be focusing on the upper two layers of the rainforest and will be playing simple melodies to represent these layers.</p> <p>Children compose and create repeated melody (loop) on the glockenspiels and</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.

		record the notes in their piece ready for the performance.	<ul style="list-style-type: none"> I can work with a partner and use tuned percussion instruments to create a short melody line.
LESSON 5		<p>Listen to the following https://video.link/w/n6ce?src=syt Discuss with a focus on texture and structure.</p> <p>Children combine the 4 parts of their composition. They will be building their structure by combining the rhythms and melodies and improving their work as they do this, by:</p> <ul style="list-style-type: none"> Playing more in time with each other. Paying attention to dynamics (loud and quiet). Thinking about the speed. Thinking about and changing how the layers build up. <p>Rehearse and then Perform</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.
Helpful resources to reference		You may Kapow for presentations, and videos to aid teaching.	

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YEAR GROUP	4	SUBJECT	Music Pitch Tempo and dynamics.	Unit	2

National Curriculum Statements	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>		
Prior Learning (What should they already know)	<p>Children have composed and explored pitch, dynamics and tempo.</p> <p>Children have used loops when composing their rainforest piece.</p> <p>Children have used cues to start or end performances.</p>		
RETRIEVAL VOCABULARY	Dynamics, tempo, pitch, texture, structure, melody, timbre, loop	NEW VOCABULARY	Round, acapella, ostinato

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	To sing in two parts using expression and dynamics.	<p>https://video.link/w/apJWb</p> <p>Over the week take opportunities to play the children songs with rivers in the title or that mention rivers. Eg: cry me a river, moon river etc..</p> <p>Learn a song and then learn to sing a song in the round. Try singing without the music, acapella.</p>	<ul style="list-style-type: none"> • I can sing accurately. • I can sing with expression. • I can add relevant dynamics to my singing.
LESSON 2	To recognise key elements of music.	<p>An activity to listen and identify the musical elements of a piece of music. Use The Moldau' by Bedřich Smetana.</p> <p>https://video.link/w/ItAxKVP3jIU</p> <p>The activity looks at the parts of the river and how their differences can be portrayed in music.</p> <p>Focus on dynamics, timbre, tempo, texture and mood.</p>	<ul style="list-style-type: none"> • 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.

LESSON 3	Recognise and perform an ostinato.	<p>Listen to songs with ostinato (repeated patterns) https://video.link/w/hwZNL7QVJJE https://video.link/w/PQmDUEv939A</p> <p>This could be played at other times to embed the idea. Eg: while tidying up etc..</p> <p>Learn the vocal patterns and then use them to perform vocal ostinatos. This can be layered and performed in a round.</p> <p>They could create a decrescendo to end the piece.</p> <p>Keep the pulse using non-tuned percussion.</p>	<ul style="list-style-type: none"> • 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.
LESSON 4	Create your own ostinato.	<p>Children will use percussion instruments instead of their voices to create rhythmic ostinatos, to build the image of a river.</p> <p>Work with their partners to develop a rhythm to represent their section of the river.</p> <p>Invite the children to make up a sentence and use the word pattern to make a rhythm, e.g. the upper course is very fast flowing.</p> <p>The children should then practise the rhythm, playing it repeatedly to become an ostinato. Invite them to choose an appropriate percussion instrument to play their ostinato on.</p> <p>Record using notation.</p>	<ul style="list-style-type: none"> • I can create a simple ostinato. • I can play my ostinato in time.
LESSON 5	To improve and perform a piece of music based around ostinatos.	<p>Invite the children to refine and improve their ostinatos so that they combine to depict a river's journey from start to finish.</p>	<ul style="list-style-type: none"> • I can perform my composed piece using dynamics and tempo change.

Helpful resources to reference

Use Kapow for videos, resources and presentations as needed.