

**WINTERTON JUNIOR SCHOOL MEDIUM TERM PLAN MUSIC Summer Term YEAR 4**

<b>Music</b>	<b>Learning Objective</b>	<b>Activity</b>	<b>Success Criteria</b>
<b>Session 1</b>	<b>Understand &amp; explore the inter related dimensions: duration, pitch &amp; texture</b>	<b>Use rhythms of a chant as a stimulus for ostinatos. These can be rhythmic or melodic. In groups combine these ostinatos to create a multi-layered piece.</b>	<b>Can maintain a rhythmic or melodic ostinato against a contrasting part</b>
<b>Session 2</b>	<b>Perform music; listen to review and evaluate music</b>	<b>Continue work from last session – rehearsing &amp; performing their pieces. Evaluate performances &amp; make improvements.</b>	<b>Can maintain a rhythmic or melodic ostinato against a contrasting part. Can improve their work through rehearsal &amp; evaluation.</b>
<b>Session 3</b>	<b>Listen to, review &amp; evaluate music. Understand &amp; explore inter related dimensions.</b>	<b>Listen to various types of contrasting genres. Pose questions – are there voices? Is it fast? Slow? As they answer build up characteristics of music. Arrival of the Queen of Sheba</b>	<b>Can identify different features of music through listening.</b>
<b>Session 4 Session 5</b>	<b>Teach the accuracy of pitch when singing</b>	<b>Inside Music – Unit 11 Set 1 p55 Set 4 p56</b>	<b>Can play song phrases on tuned percussion.</b>
<b>Session 6 Session 7</b>	<b>To use rhythm notation</b>	<b>Learn songs &amp; sing songs already known. Explain that 1 clap = jay = ta 2 claps = blackbird = teh-teh 4 claps = kookaburra = taf-a-tef ee Use flashcards to teach &amp; learn these. Clapping &amp; saying. Listen to songs and decide the rhythm. Sing to Ta, teh etc.</b>	<b>Are able to read notation Can play a rhythm reading notation.</b>
<b>Session 8</b>	<b>Understand &amp; explore how music is created using appropriate musical notation Create &amp; compose</b>	<b>Create own musical notation, inventing symbols to represent different sounds or elements – pitch, dynamics etc. Use the symbols to compose &amp; notate short pieces.</b>	<b>Can invent appropriate symbols to represent different sounds and use these to notate a short piece.</b>

<p><b>Session 9</b></p>	<p><b>Understand &amp; explore how music is created using appropriate musical notation</b>  <b>Perform music</b>  <b>Listen to, review &amp; evaluate music</b></p>	<p><b>Continue work from previous session. Swap their scores with another group &amp; they try to perform each other's pieces. Performances can then be used to evaluate the effectiveness of the notation. Did the performance sound like it was supposed to? If not how can it be improved?</b></p>	<p><b>Can perform from graphic notation</b>  <b>Can evaluate and improve work.</b></p>
<p><b>Session 10</b></p>		<p><b>Inside Music – Revision Unit p60 – 61.</b></p>	