



Medium Term Planning

Year 4



Bricknell Primary School



Music Long Term Plan

Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Autumn Term 1 Year 4

Interesting Time Signatures *How does music bring us together?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What do we mean by rhythm? • What is the melody in a song? • What notes do you recognise? 				
<i>End Points</i>	Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .Perform as part of an ensemble. Listen and copy melodic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objective and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1&2	OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group. LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation . LO: I can listen and copy melodic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation . LO: I can perform as part of an ensemble/choir. Hoe Down (part 1 &2): Children to find the pulse and beat, clap out the different patterns and copy patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.	I can perform as part of an ensemble/choir. I enjoy singing solo. can talk about the words of a song. Think about why the song was written . I can discuss the structures of songs .I can be part of a performance. I can explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip.	<ul style="list-style-type: none"> • Hoe Down song • Go tell it over the mountain song • Glockenspiels • Recorders

Key Concept	Second Order	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 & 2 continued		<p>I can find and keep a steady beat.</p> <p>I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>I can use the time signatures of: 2/4, 3/4,</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p>	As above	<ul style="list-style-type: none"> I'm always there song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 & 2 continued		<p>I can find and keep a steady beat.</p> <p>I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>I can use the time signatures of: 2/4, 3/4, 4/4..</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p>	As above	<ul style="list-style-type: none"> • I'm always there song

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		3 & 4 continued	I'm always there (part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Children to perform the song as a group.		
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>I'm always there (part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Children to perform the song as a group.</p>	As above	<ul style="list-style-type: none"> • Martin Luther King Song • Glockenspiels

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>Children to sing and perform songs from the unit and copy back and improvise simple melodic patterns. Children to compose with an instrument.</p> <p>Record children on the ipad.</p>	As above	<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels
					<ul style="list-style-type: none"> •

Autumn Term 1 Year 4

Developing Pulse and Groove Through Improvisation *How does music improve our world?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What do we mean by the tempo in a song? • Can you find the groove in a pieces of music? What is the pulse in music? 				
<i>End Points</i>	Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .Perform as part of an ensemble. Listen and copy melodic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 & 2	IOO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group. LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation . LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC . LO: I can perform as part of an ensemble/choir. Looking in the mirror (Part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.	I can perform as part of an ensemble/choir. I enjoy singing solo. I can talk about the words of a song. Think about why the song was written . I can discuss the structures of songs .I can be part of a performance. I can explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip.	<ul style="list-style-type: none"> • Looking in the mirror • Glockenspiels • Recorders

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3 & 4	<p>IOO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>Take time in life:(part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Children to play instruments. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> • Take time in life • Glockenspiels • Recorders
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>IOO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p>		<ul style="list-style-type: none"> • Dance with me • Glockenspiels • iPad

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 Continued	<p>Scarborough Fair: Children to find the pulse and beat, clap out the different patterns and copy patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Finish the lesson by performing the song as a group</p>	As above	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Scarborough Fair
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>		<ul style="list-style-type: none"> • Songs from the unit • iPad • Quiz

Spring Term 1 Year 4

Combining Elements to Make Music

How does music connect us with our past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • What do we mean by rhythm? • What is the melody in a song?
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<i>End Points</i>	Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .Perform as part of an ensemble. Listen and copy melodic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation
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<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.
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<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1&2	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of a group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>Bringing us Together (part 1 &2): Children to find the pulse and beat, clap out the different patterns and copy patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Playing the glockenspiel or recorder to parts of the song. Children to perform the song as a group.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>I enjoy singing solo.</p> <p>can talk about the words of a song.</p> <p>Think about why the song was written .</p> <p>I can discuss the structures of songs .I can be part of a performance.</p> <p>I can explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip.</p>	<ul style="list-style-type: none"> • Bringing us Together • Glockenspiels • Recorders

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3 & 4	<p>IOO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>Old Joe Clark :(part 1 and 2): Children to find the pulse and beat, clap out the different patterns and copy short patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Children to play instruments. Children to perform the song as a group.</p>		<ul style="list-style-type: none"> • Old Joe Clark • Glockenspiels • Recorders
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>IOO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p>		<ul style="list-style-type: none"> • Dance with me • Glockenspiels • iPad

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 Continued	<p>Dance with me: Children to find the pulse and beat, clap out the different patterns and copy patterns using an instrument. As a class, improvise together finding the pulse by clapping and with an instrument. Children to listen and respond to the song articulating feelings, thoughts, likes and dislikes. Children then learn to sing the song as a whole class or in groups. Finish the lesson by performing the song as a group</p>	As above	<ul style="list-style-type: none"> • Glockenspiels • Recorders • Dance with me
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>Assessment</p> <p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>		<ul style="list-style-type: none"> • Songs from the unit • iPad • Quiz

	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		1 & 2 continued		<p>I can find and keep a steady beat.</p> <p>I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>I can use the time signatures of: 2/4, 3/4, 4/4..</p>	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3& 4	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can listen and copy rhythmic patterns made of semi-breves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation .</p> <p>LO: I can copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC .</p> <p>LO: I can perform as part of an ensemble/choir.</p>	As above	•

