

Inspiring and enabling our school community to live life to the full



YEAR 4

Subject: Music
Unit Title: Global Pentatonics

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have learnt to sing rhythmically and in tune, including: echo songs, call-and-response and singing in rounds.

Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation. Children have experienced music from different cultures: including music from Poland and folk songs from North America.

Year 3: Children invented cup rhythms and explored pentatonic melodies from around the world. They have sung in rounds and composed ostinato accompaniments. They have explored the structure of rondo form using movement and performance. They have invented rhythms using the notes C-D-E. Children have read, followed and created a score. They have performed vocal percussion as part of a group. They have listened to and responded to music, including classical music and Brazilian/carnival; music.

They have learnt the following notation: crotchet, quaver, semi quaver, crotchet rest.

Year 4: They have doodled with their voices over chords in a song, and sung swing rhythms lightly and accurately. They have learnt a part of tuned percussion and played as part for a whole-class performance.

Key Vocabulary taught in this unit:

Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching.

Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.

Texture: solo, accompaniment.

Other: graphic dot notation, rhythmic patterns, ascending and descending scale, eco song, improvise, pitch pencil.

Musical notation: minims, crotchets, paired quavers.

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Compose a pentatonic melody.

Improvise and create pentatonic patterns.

Use notation to represent musical ideas.

Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.

Objectives

National Curriculum for Music KS2 coverage:

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.

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.

Model Music Curriculum YEAR 4 coverage:

Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing
Listen to recorded performances.

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt.

Sing and play these phrases as self-standing compositions.

Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Introduce and understand the differences between minims, crotchets, paired quavers, and rests.

Song Bank:

Siren; Canoe song; Cowboy song.

Watch/Listen/Move:

Everywhere we go (Silly Songs for Kids 4).

Skye boat song (Alastair McDonald).

Om Namah Shivaya (Dr. Nisha Dhuri).

Busy weaving (Weishan Liu).

Desert blues (Alhousseini Anivolla & Girum Mezmur).

The power of the pentatonic scale (Bobby McFerrin).

Howard Goodall on pentatonic music from How music works.

C Pentatonic scale training basic backing track (Guitar Practice)

Impact / Outcome:

What will the final product / result be?

Children demonstrate that they can improvise and create short pentatonic patterns over an accompaniment.

Children demonstrate that they can compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.

Children compose a pentatonic melody and use notation to represent musical ideas.

P4C Inquiry (where appropriate)

