

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



YEAR 4

Subject: Music

Unit Title: The Dot Doot Song (Classroom Percussion)

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.

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. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. 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. Children have performed call and response rhythms vocally, by ear, using word rhythms and transferred this to body percussion and instruments. 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.

Key Vocabulary taught in this unit:

Duration: beat/pulse, 4-beats, 8-beats.
Pitch: chords (Am, F, C), melody, part.
Structure: intro, verse, chorus, middle 8, 2-bar phrases.
Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar.
Style: acoustic pop, country, folk, pop.
Other: improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs). Relaxed swing feel, 2-bar phrase, triad, rests, rhythm, tune, chorus.

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

'Doodle' with voices over the chords in the song.

Sing swung rhythms lightly and accurately.

Learn a part on tuned percussion and play as part of a whole-class performance.

Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.

Listen and identify similarities and differences between acoustic guitar styles

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.

Develop facility in the basic skills of a selected musical instrument over a sustained learning period.

Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.

Song Bank:

The doot doot song; Warm-up and stomp canon; I wanna sing scat; Siren; Bogapilla.

Watch/Listen/Move:

Quick technique: Moving chords Marimba exercise (KPpercussion).

I wanna sing scat progression snapshot 2 videos (Sing Up).

Jolene (Dolly Parton).

Blowin' in the wind (Bob Dylan).

Gone (Ben Harper & Jack Johnson).

Where did you sleep last night? (Huddie William Ledbetter/Lead Belly).

Impact / Outcome:

What will the final product / result be?

Children will make decisions about how to create an arrangement of The doot doot song and rehearse and perform their arrangement.

Children will demonstrate that they can sing/chant swing rhythms lightly and accurately in Warm-up and stomp canon, The doot doot song, and I wanna sing scat.

Children will demonstrate that they can 'doodle' (improvise) with voices over a backing track.

Children will learn a part on tuned percussion and play in a whole-class band.

Children will confidently identify similarities and differences between acoustic guitar styles?

P4C Inquiry (where appropriate)