

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



YEAR 4

Subject: Music
Unit Title: The Pink Panther

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 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 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 explored the structure of rondo form using movement and performance. They have explored the way composers have approached creating word-based compositions and created word-based pieces of music and ways to communicate atmosphere and effect. They have invented rhythms using the notes C-D-E. Children have performed call and response rhythms vocally, by ear, using word rhythms and transferred this to body percussion and instruments. 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: short notes/detached notes (staccato).

Dynamics: quiet/loud, quieter/louder.

Pitch: stepping notes/close together notes.

Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc.

Other: character, words to describe the character (e.g. creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).

Tempo and rhythm, composer, melody, synchronise, sound effects.

Range of ways of playing and creating sounds e.g.:

Pluck, Strum, Strike, Tremolo (tremble), Glissando (slide across notes), Blow, Twang, Shake, Scrape, Mute/dampen.

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

Improvise and compose, creating atmospheric music for a scene with a given set of instruments.

Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.

Talk about the effect of particular instrument sounds (timbre).

Objectives

National Curriculum for Music KS2 coverage:

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.

Model Music Curriculum YEAR 4 coverage:

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.

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

Introduce major and minor chords.

Song Bank:

Boom chicka boom; Hot potato!

Watch/Listen/Move:

The Pink Panther theme (Henry Mancini).

How cartoon sounds effects are made (Tom and Jerry) (Josh Harmon).

Hacks for creating movie & cartoon sound effects (Gamer world).

How cartoon sounds are made (The Flintstones) (Josh Harmon).

Impact / Outcome:

What will the final product / result be?

Children compose a short storyboard and the accompanying soundtrack and perform to an audience.

Children should demonstrate that they recognise elements of the music that establish the mood and character e.g. the rhythm.

Children can talk about the effect of particular instrument sounds (timbre).

P4C Inquiry (where appropriate)