

MARINA INTERNATIONAL SCHOOL

MUSIC SCHEME OF WORK

YEAR 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
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WEEK	TOPIC	TOPIC DETAILS
1.1	Simple rhythms	<ul style="list-style-type: none"> • Play learners a recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam • Ask learners to clap the pulse of the song as they are listening. • Play the song again and ask learners to clap the rhythm of the song. Ask learners: Can you identify the types of rhythms used? (ta and ti-ti) • Display the lyrics to 'A Ram Sam Sam': A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A ram sam sam, a ram sam sam Guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli ram sam Sam • Introduce learners to the following actions and ask them to perform the actions when they hear the lyrics: 'A ram sam sam' –clap once on ram and then tap knees twice on sam sam 'Guli guli' – spin forearms over one another 'A Rafiq' -clasp hands together or hold hands with a friend • As a class explore singing or chanting the lyrics and whilst performing these actions. Once learners are confident this could also be performed as a round. • Ask learners to work in small groups to create their own actions or body percussion patterns to accompany the song. Once learners have rehearsed their body percussion compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology. Resources: An audio recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam' Simple music technology for audio recordings (optional)

WEEK	TOPIC	TOPIC DETAILS
2.1	simple rhythms -2	<ul style="list-style-type: none"> • Play learners a recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam • Ask learners to clap the pulse of the song as they are listening. • Play the song again and ask learners to clap the rhythm of the song. <p>Ask learners: Can you identify the types of rhythms used? (ta and ti-ti)</p> <ul style="list-style-type: none"> • Display the lyrics to 'A Ram Sam Sam': A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A ram sam sam, a ram sam sam Guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli ram sam Sam • Introduce learners to the following actions and ask them to perform the actions when they hear the lyrics: 'A ram sam sam' –clap once on ram and then tap knees twice on sam sam 'Guli guli' – spin forearms over one another 'A Rafiq' -clasp hands together or hold hands with a friend • As a class explore singing or chanting the lyrics and whilst performing these actions. Once learners are confident this could also be performed as a round. • Ask learners to work in small groups to create their own actions or body percussion patterns to accompany the song. Once learners have rehearsed their body percussion compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology. <p>Resources: An audio recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam' Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	Song Composition	<ul style="list-style-type: none"> • After a vocal warm up, introduce a new song that uses just ta (crotchet) and ti-ti (quaver) rhythms, such as 'Cobbler Cobbler'. • You may wish to sing this to your learners and explain how the music uses just two pitches. • Ask learners to listen to you singing the song. Sitting in a circle, ask learners to tap their knees to create a steady pulse as you continue singing. You could also challenge learners to pass a toy around the circle in time with the pulse. If learners feel confident, they could join in singing while keeping in time with the pulse. • Then ask learners to clap the rhythm of the song. <p>Ask learners: Can you identify the types of rhythms used? (ta and ti-ti) What do you notice about the rhythmic pattern? (Learners may notice the rhythm ti-ti, ti-ti, ti-ti, ta is repeated throughout) Can you represent the rhythm used in a rhythm grid?</p> <p>□□ □□ □□ □</p> <ul style="list-style-type: none"> • Ask learners to create a short repeated rhythmic pattern to accompany the song. You may wish to provide learners with empty four-beat rhythm grids for them to scribe their own rhythms to accompany 'Cobbler Cobbler'. <p>For example, learners could create the following repeated pattern:</p> <p>□ □□ □□</p> <ul style="list-style-type: none"> • They clap the repeated pattern whilst singing 'Cobbler Cobbler'. <p>□ □□ □□ □ □□ □□ Cob-bler Cob-bler mend my shoe. Get it done by half past two.</p> <p>□ □□ □□ □ □□ □□ Half past two is at the door. Get it done by half past four.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Rhythm grids • Toy to pass around the circle (optional)

WEEK	TOPIC	TOPIC DETAILS
4.1	(crotchet) and ti-ti (quaver) rhythms	<ul style="list-style-type: none"> • After a vocal warm up, introduce a new song that uses just ta (crotchet) and ti-ti (quaver) rhythms, such as 'Cobbler Cobbler'. • You may wish to sing this to your learners and explain how the music uses just two pitches. • Ask learners to listen to you singing the song. Sitting in a circle, ask learners to tap their knees to create a steady pulse as you continue singing. You could also challenge learners to pass a toy around the circle in time with the pulse. If learners feel confident, they could join in singing while keeping in time with the pulse. • Then ask learners to clap the rhythm of the song. <p>Ask learners: Can you identify the types of rhythms used? (ta and ti-ti) What do you notice about the rhythmic pattern? (Learners may notice the rhythm ti-ti, ti-ti, ti-ti, ta is repeated throughout) Can you represent the rhythm used in a rhythm grid?</p> <p>□□ □□ □□ □</p> <ul style="list-style-type: none"> • Ask learners to create a short repeated rhythmic pattern to accompany the song. You may wish to provide learners with empty four-beat rhythm grids for them to scribe their own rhythms to accompany 'Cobbler Cobbler'. <p>For example, learners could create the following repeated pattern:</p> <p>□ □□ □□</p> <ul style="list-style-type: none"> • They clap the repeated pattern whilst singing 'Cobbler Cobbler'. <p>□ □□ □□ □ □□ □□ Cob-bler Cob-bler mend my shoe. Get it done by half past two.</p> <p>□ □□ □□ □ □□ □□ Half past two is at the door. Get it done by half past four.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Rhythm grids • Toy to pass around the circle (optional)

WEEK	TOPIC	TOPIC DETAILS
5.1	Participate in unison and part singing or playing.	<ul style="list-style-type: none"> • Ask learners to create a short repeated rhythmic pattern to accompany the song. You may wish to provide learners with empty four-beat rhythm grids for them to scribe their own rhythms to accompany 'Cobbler Cobbler'. <p>For example, learners could create the following repeated pattern:</p> <p>□ □ □ □</p> <ul style="list-style-type: none"> • They clap the repeated pattern whilst singing 'Cobbler Cobbler'. <p>□ □ □ □ □ □ □ □ Cob-bler Cob-bler mend my shoe. Get it done by half past two.</p> <p>□ □ □ □ □ □ □ □ Half past two is at the door. Get it done by half past four.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Rhythm grids • Toy to pass around the circle (optional) <ul style="list-style-type: none"> • After a vocal warm up, introduce a new song that uses just ta (crotchet) and ti-ti (quaver) rhythms, such as 'Cobbler Cobbler'. • You may wish to sing this to your learners and explain how the music uses just two pitches. • Ask learners to listen to you singing the song. Sitting in a circle, ask learners to tap their knees to create a steady pulse as you continue singing. You could also challenge learners to pass a toy around the circle in time with the pulse. If learners feel confident, they could join in singing while keeping in time with the pulse.

WEEK	TOPIC	TOPIC DETAILS
6.1	Rhythmic notation	<ul style="list-style-type: none"> • Introduce learners to rhythmic notation by using flashcards showing crotchet, quaver and semiquaver rhythms. For example: • Show learners the rhythm grid from the previous activity but replaced with musical notes: Ask learners: Are you able to perform from the rhythmic notation? Explore as a class the patterns created by reading rhythmic notation from the grid in different directions. • Ask learners to create their own rhythm grid using rhythmic notation. For support learners could use images instead or a combination of images and rhythmic notation. • This activity can be extended by asking learners to consider use of dynamics (volume) and timbre (different sounds created by instruments) when they perform their rhythm grids.
7.1	Rhythmic Notation -2	<ul style="list-style-type: none"> • Introduce learners to rhythmic notation by using flashcards showing crotchet, quaver and semiquaver rhythms. For example: • Show learners the rhythm grid from the previous activity but replaced with musical notes: Ask learners: Are you able to perform from the rhythmic notation? Explore as a class the patterns created by reading rhythmic notation from the grid in different directions. • Ask learners to create their own rhythm grid using rhythmic notation. For support learners could use images instead or a combination of images and rhythmic notation. • This activity can be extended by asking learners to consider use of dynamics (volume) and timbre (different sounds created by instruments) when they perform their rhythm grids. After a vocal warm up, introduce a new song that uses tika-tika (semiquaver) rhythms, such as 'Kookaburra'. You may wish to perform this song to your learners or use a recording for a listening activity. • Ask learners to perform the song in different ways, for example:

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		<ul style="list-style-type: none"> • clapping, tapping or walking in time with the pulse • clapping the rhythm • humming the tune • singing the song with lyrics • singing the song as a round dividing the class into two or three groups with each group starting when the last has sung the first phrase. <p>Challenge learners by asking:</p> <p>Can you identify the types of rhythms used in the first phrase of the song? (tika-tika, ti-tika and ti-ti. There are also singular ta rhythms plus a minim at the end of the music)</p> <p>Can you draw a rhythm grid for the song using images or rhythmic notation?</p> <ul style="list-style-type: none"> • Show learners the first phrase as a rhythm grid to support learners with this. For example, using images: <p>Or using rhythmic notation:</p> <p>Listen to or watch a clip of a performance of a percussion piece which makes use of everyday objects as percussion instruments, for example the kitchen scene from Stomp Out Loud.</p> <p>Ask learners to think about what they can hear and consider the following:</p> <ul style="list-style-type: none"> • Which everyday objects are being used? Draw a picture of them. • Beside each picture can you write a word or short sentence to describe the sound that is made? <p>Ask learners to work in small groups to plan their own short performance in the style of 'Stomp Out Loud'. Ask learners:</p> <ul style="list-style-type: none"> • Which objects or instruments will you use? Will you use a vocal part? <input type="checkbox"/> What type of sound effects do you want to create? Experiment with dynamics, different timbre and sounds. <input type="checkbox"/> How will you create a score for your performance? <input type="checkbox"/> Can you add movement, dance moves or exaggerated gestures to your performance? <p>Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Everyday objects that can be used to make a variety of sounds; simple music technology for audio recordings (optional)
8.1	Rhythmic Notation and Values	<ul style="list-style-type: none"> • Introduce learners to rhythmic notation by using flashcards showing crotchet, quaver and semiquaver rhythms. For example:

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		<ul style="list-style-type: none"> • Show learners the rhythm grid from the previous activity but replaced with musical notes: <p>Ask learners: Are you able to perform from the rhythmic notation? Explore as a class the patterns created by reading rhythmic notation from the grid in different directions.</p> <ul style="list-style-type: none"> • Ask learners to create their own rhythm grid using rhythmic notation. For support learners could use images instead or a combination of images and rhythmic notation. • This activity can be extended by asking learners to consider use of dynamics (volume) and timbre (different sounds created by instruments) when they perform their rhythm grids. <p>After a vocal warm up, introduce a new song that uses tika-tika (semiquaver) rhythms, such as 'Kookaburra'.</p> <p>You may wish to perform this song to your learners or use a recording for a listening activity.</p> <ul style="list-style-type: none"> • Ask learners to perform the song in different ways, for example: <ul style="list-style-type: none"> • clapping, tapping or walking in time with the pulse • clapping the rhythm • humming the tune • singing the song with lyrics • singing the song as a round dividing the class into two or three groups with each group starting when the last has sung the first phrase. <p>Challenge learners by asking:</p> <p>Can you identify the types of rhythms used in the first phrase of the song? (tika-tika, ti-tika and ti-ti. There are also singular ta rhythms plus a minim at the end of the music) Can you draw a rhythm grid for the song using images or rhythmic notation?</p> <ul style="list-style-type: none"> • Show learners the first phrase as a rhythm grid to support learners with this. For example, using images: <p>Or using rhythmic notation:</p> <p>Listen to or watch a clip of a performance of a percussion piece which makes use of everyday objects as percussion instruments, for example the kitchen scene from Stomp Out Loud.</p> <p>Ask learners to think about what they can hear and consider the following:</p> <ul style="list-style-type: none"> • Which everyday objects are being used? Draw a picture of them. • Beside each picture can you write a word or short sentence to describe the sound that is made?

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		<p>Ask learners to work in small groups to plan their own short performance in the style of 'Stomp Out Loud'. Ask learners:</p> <ul style="list-style-type: none"> • Which objects or instruments will you use? Will you use a vocal part? <input type="checkbox"/> What type of sound effects do you want to create? Experiment with dynamics, different timbre and sounds. <input type="checkbox"/> How will you create a score for your performance? <input type="checkbox"/> Can you add movement, dance moves or exaggerated gestures to your performance? <p>Once learners have rehearsed their compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Everyday objects that can be used to make a variety of sounds; simple music technology for audio recordings (optional)

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9.1	sounds of the Rain forest -1	<p>Show learners some images of a rainforest whilst playing audio clips of sounds of the rainforest.</p> <ul style="list-style-type: none"> • Then ask learners to close their eyes and imagine they are in the rainforest. Learners open their eyes and complete the simple sentences: <ul style="list-style-type: none"> <input type="checkbox"/> I think a rainforest is... <input type="checkbox"/> In a rainforest you might see... <input type="checkbox"/> In a rainforest you might hear... • Ask learners to share their ideas with the rest of the class. • Play learners an audio recording of a choir recreating the sounds of a rainforest with their hands, such as Rainstorm performed by Perpetuum Jazzile. <p>Ask learners: What could you hear?</p> <ul style="list-style-type: none"> • Learners may or may not realise that it was not a real rainstorm at this point. Show learners the video clip or explain that the audio clip was a choir making the noises of the rainstorm with their bodies. <p>Ask learners: What techniques did the choir use to make the different sounds of the rainstorm? Can you describe the dynamics and texture?</p> <ul style="list-style-type: none"> • Tell learners they are going to create and perform their own musical rainstorm as a class. Explain to learners how to make a rainstorm using their hands, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Rub two fingers together. <input type="checkbox"/> Rub hands together. <input type="checkbox"/> Snap fingers. <input type="checkbox"/> Clap two fingers on palm. <input type="checkbox"/> Clap hands. <input type="checkbox"/> Slap hands on thighs. <input type="checkbox"/> Stomp feet. <p>To calm the weather and make the rainstorm go away, learners perform these actions in reverse order.</p> <p>This activity can be extended by asking learners to work in small groups to create their own rainforest sounds.</p> <p>Resources: Images of a rainforest Recordings of sounds of a rainforest</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	Sounds of The Rain Forest -2	<p>* Show learners some images of a rainforest whilst playing audio clips of sounds of the rainforest.</p> <ul style="list-style-type: none"> • Then ask learners to close their eyes and imagine they are in the rainforest. Learners open their eyes and complete the simple sentences: <ul style="list-style-type: none"> <input type="checkbox"/> I think a rainforest is... <input type="checkbox"/> In a rainforest you might see... <input type="checkbox"/> In a rainforest you might hear... • Ask learners to share their ideas with the rest of the class. • Play learners an audio recording of a choir recreating the sounds of a rainforest with their hands, such as Rainstorm performed by Perpetuum Jazzile. <p>Ask learners: What could you hear?</p> <ul style="list-style-type: none"> • Learners may or may not realise that it was not a real rainstorm at this point. Show learners the video clip or explain that the audio clip was a choir making the noises of the rainstorm with their bodies. <p>Ask learners: What techniques did the choir use to make the different sounds of the rainstorm? Can you describe the dynamics and texture?</p> <ul style="list-style-type: none"> • Tell learners they are going to create and perform their own musical rainstorm as a class. Explain to learners how to make a rainstorm using their hands, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Rub two fingers together. <input type="checkbox"/> Rub hands together. <input type="checkbox"/> Snap fingers. <input type="checkbox"/> Clap two fingers on palm. <input type="checkbox"/> Clap hands. <input type="checkbox"/> Slap hands on thighs. <input type="checkbox"/> Stomp feet. <p>To calm the weather and make the rainstorm go away, learners perform these actions in reverse order.</p> <p>This activity can be extended by asking learners to work in small groups to create their own rainforest sounds.</p> <p>Resources: Images of a rainforest Recordings of sounds of a rainforest</p>

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11.1	Sounds of The Rain Forest-3	<p>Show learners some images of a rain forest whilst playing audio clips of sounds of the rain forest.</p> <ul style="list-style-type: none"> • Then ask learners to close their eyes and imagine they are in the rain forest. Learners open their eyes and complete the simple sentences: <ul style="list-style-type: none"> <input type="checkbox"/> I think a rainforest is... <input type="checkbox"/> In a rainforest you might see... <input type="checkbox"/> In a rainforest you might hear... • Ask learners to share their ideas with the rest of the class. • Play learners an audio recording of a choir recreating the sounds of a rainforest with their hands, such as Rainstorm performed by Perpetuum Jazzile. <p>Ask learners: What could you hear?</p> <ul style="list-style-type: none"> • Learners may or may not realise that it was not a real rainstorm at this point. Show learners the video clip or explain that the audio clip was a choir making the noises of the rainstorm with their bodies. <p>Ask learners: What techniques did the choir use to make the different sounds of the rainstorm? Can you describe the dynamics and texture?</p> <ul style="list-style-type: none"> • Tell learners they are going to create and perform their own musical rainstorm as a class. Explain to learners how to make a rainstorm using their hands, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Rub two fingers together. <input type="checkbox"/> Rub hands together. <input type="checkbox"/> Snap fingers. <input type="checkbox"/> Clap two fingers on palm. <input type="checkbox"/> Clap hands. <input type="checkbox"/> Slap hands on thighs. <input type="checkbox"/> Stomp feet. <p>To calm the weather and make the rainstorm go away, learners perform these actions in reverse order.</p> <p>This activity can be extended by asking learners to work in small groups to create their own rainforest sounds.</p> <p>Resources: Images of a rainforest Recordings of sounds of a rainforest</p>

WEEK	TOPIC	TOPIC DETAILS
12.1	Experiment with and combine sounds for a given purpose.	<ul style="list-style-type: none"> • Introduce learners to a song about rain, such as 'Rain, Rain, Go Away', by singing or playing an audio recording of the song. As you are playing or singing the song use a rainstick (authentic or homemade) as accompaniment. The rain could gradually get slower and disappear as you repeat the song. • Explain to learners that a rainstick is a percussion instrument used to create the sound effects of rain. When shaken it sounds similar to the maracas. It is a long, hollow tube sealed at both ends and filled with objects such as seeds or pebbles. • Tell learners they will make their own rainsticks. Guide learners through the following instructions: <ul style="list-style-type: none"> <input type="checkbox"/> Paint the outside of a long cardboard tube with bright colours and then leave to dry. <input type="checkbox"/> Once dry decorate, perhaps by painting on dots, adding feathers, adding stickers or gems. <input type="checkbox"/> Cut off the necks of two balloons. Stretch one over the end of the tube securely. (You could use paper and tape instead of a balloon.) <input type="checkbox"/> Take a long piece of foil and crinkle into a long sausage shape. Fold in half and twist to create loops for the rice to fall through. Carefully put this into the tube. <input type="checkbox"/> Add half a cup of rice or small stones. <input type="checkbox"/> Seal the end of the rain stick with the other balloon as before (or paper and tape). <input type="checkbox"/> Wrap string around the top of the rain stick and securely tie, leaving about 30cm for threading beads onto. Tie end securely to the bottom of the tube. <input type="checkbox"/> Slowly turn upside down and listen to the sound of your rainstick. • As a class sing the song 'Rain, Rain, Go Away' using rainsticks as accompaniment. • This activity could be extended by selecting learners to conduct the rest of the class playing their rainsticks. They indicate to each learner or small groups of learners when they should begin playing their rainsticks to gradually build the storm, and then indicate when to stop as the rain fades away. <p>Resources:</p> <p>Rainstick (either an authentic rainstick or one made according to instructions above).</p> <p>Materials to make rainsticks including cardboard tubes, paint, tin foil, rice or stones, balloons (or paper and tape) and decoration such as string, beads, feathers or stickers.</p>
13.1	Group music projects and presentation	<ul style="list-style-type: none"> • Teacher group students and guide them to do music projects. • Each group will present their project to the class and the teacher

MUSIC SCHEME OF WORK

YEAR 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Dynamics	<p>* Teacher Define Dynamics as: A change in the volume of a sound. eg Loud sound, fast sound, low sound, etc</p> <p>□ Ask learners to discuss in pairs:</p> <ul style="list-style-type: none">• What sounds do you think the pictures represent?• Would the music change in volume (dynamics) at any point? Why or why not?• How might this soundscape be performed? <p>Performing in unison As a whole class, experiment with different sounds for the different symbols and images and agree on how each line of the soundscape should be performed. Perform the soundscape all together (in unison), a line at a time.</p> <p>Performing in parts When learners are confident with the sounds in each line of the soundscape, try performing the soundscape as four separate parts. Divide the class into four groups and ask each group to perform a different line of the soundscape simultaneously.</p> <p>Performing a round When learners are confident with performing the soundscape as four separate parts try performing the soundscape as a round. Divide the class into four groups. Group one should start and perform each line in turn. Group two enters when Group one is at the end of the first line. Group three enters when Group two are at the end of the first line and Group four enters when Group three are at the end of the first line.</p> <ul style="list-style-type: none">• This activity can be extended by asking learners to work in small groups to create their own graphic score of a soundscape of a rainforest. You may wish to encourage learners to think about how they will vary their performance using dynamics (volume), different timbres (different sounds created by instruments), different textures (layers) and use of silence. <p>Resources: Graphic scores</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Performing with Dynamic signs	<p>Performing in unison As a whole class, experiment with different sounds for the different symbols and images and agree on how each line of the soundscape should be performed. Perform the soundscape all together (in unison), a line at a time.</p> <p>Performing in parts When learners are confident with the sounds in each line of the soundscape, try performing the soundscape as four separate parts. Divide the class into four groups and ask each group to perform a different line of the soundscape simultaneously.</p> <p>Performing a round When learners are confident with performing the soundscape as four separate parts try performing the soundscape as a round. Divide the class into four groups. Group one should start and perform each line in turn. Group two enters when Group one is at the end of the first line. Group three enters when Group two are at the end of the first line and Group four enters when Group three are at the end of the first line.</p> <ul style="list-style-type: none"> • This activity can be extended by asking learners to work in small groups to create their own graphic score of a soundscape of a rainforest. You may wish to encourage learners to think about how they will vary their performance using dynamics (volume), different timbres (different sounds created by instruments), different textures (layers) and use of silence. <p>Resources: Graphic scores</p>

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3.1	The Musical Phases-1	<ul style="list-style-type: none"> • Introduce learners to the concept of a motif (a short musical phrase). As a class select a phrase related to rainforests such as “Gorillas shuffling and chimpanzees squealing”, which will be the basis for creating their own musical motif. • As a class, say the phrase together and then lead your learners by adding a body percussion pattern at the same time. For example, you may tap your legs for each syllable of ‘Gorillas Shuffling’, clap your hands when you say, ‘and chimpanzees’ and then click fingers on ‘squealing’. • Try this all together as a class to build confidence with performance. Encourage learners to explore different sounds. <p>Ask learners:</p> <ul style="list-style-type: none"> • What does it sound like if you tap your cheeks or hit the floor? • Does it sound the same when everyone clicks their fingers or does it create different pitches? <p>Ask learners to create their own body percussion pattern using the same phrase.</p> <ul style="list-style-type: none"> • Once all learners have a pattern, ask learners to perform one after the other. You may wish to bring each in with a ‘1, 2 and ready to play’. <p>Ask learners: Which performance worked well? Why?</p>

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4.1	The Musical Phrase 2	<ul style="list-style-type: none"> • Learners work in small groups to create their own rainforest motif. Ask learners to create their own spoken phrase about the rainforest. They may wish to think about nature, animals, location and so on. Once they have agreed on a phrase, they explore different body percussion or vocal sounds to accompany their motif. <p>Ask learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you create a score for your performance? (learners could use pictures, symbols and rhythmic notation to record their musical ideas) <input type="checkbox"/> How will you make sure everyone in your group is involved in your performance? <ul style="list-style-type: none"> • After a set amount of time you may wish to ask learners to stop and listen to each group perform. <p>Ask learners:</p> <ul style="list-style-type: none"> • What worked well? • What could be better? <p>Learners refine their ideas based on this feedback.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What changes can be made to make the performance better? <input type="checkbox"/> Do all members of the group have an equal part? <input type="checkbox"/> Are you all able to perform in time with one another? <input type="checkbox"/> Are there any changes to tempo or dynamics? <ul style="list-style-type: none"> • Once learners have refined and rehearsed their work, they could perform their pieces to each other or to other audiences. You may wish to record learners' performances using simple music technology. <p>Resources:</p> <ul style="list-style-type: none"> • Simple music technology for audio recordings (optional)

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5.1	Participate in unison and part singing or playing with Musical Phrase	<ul style="list-style-type: none"> • Learners work in small groups to create their own rainforest motif. Ask learners to create their own spoken phrase about the rainforest. They may wish to think about nature, animals, location and so on. Once they have agreed on a phrase, they explore different body percussion or vocal sounds to accompany their motif. <p>Ask learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you create a score for your performance? (learners could use pictures, symbols and rhythmic notation to record their musical ideas) <input type="checkbox"/> How will you make sure everyone in your group is involved in your performance? <ul style="list-style-type: none"> • After a set amount of time you may wish to ask learners to stop and listen to each group perform. <p>Ask learners:</p> <ul style="list-style-type: none"> • What worked well? • What could be better? <p>Learners refine their ideas based on this feedback.</p> <p>Ask learners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What changes can be made to make the performance better? <input type="checkbox"/> Do all members of the group have an equal part? <input type="checkbox"/> Are you all able to perform in time with one another? <input type="checkbox"/> Are there any changes to tempo or dynamics? <ul style="list-style-type: none"> • Once learners have refined and rehearsed their work, they could perform their pieces to each other or to other audiences. You may wish to record learners' performances using simple music technology. <p>Resources:</p> <ul style="list-style-type: none"> • Simple music technology for audio recordings (optional)

WEEK	TOPIC	TOPIC DETAILS
6.1	INTRODUCTION TO THE INSTRUMENTS OF THE ORCHESTRA - 1	<ul style="list-style-type: none"> • Definition of an Orchestra as : A group of musical instruments played together with audience and a conductor. • Families of the Orchestra. • Members of the String Family: Eg, Violin, Viola, Guitar, Ukelele • Members of The Brass family: Cornet, Horn, Trumpet etc • Members of the Wood wind family: Saxophone, Clarinet, Oboe, Ask learners to name as many instruments as they can. They do this individually first and then select learners to share their ideas, collating the answers of the whole class on the board. <p>To support learners, you may wish to show pictures of different instruments or play audio recordings of instruments to learners so that they can identify them. For example:</p> <ul style="list-style-type: none"> • You could also play an example of an instrument and ask learners to match the sound to the picture of the instrument displayed on the board. • You may also wish to introduce learners to the different sections of the orchestra (strings, woodwind, brass and percussion) and ask them to suggest instruments that belong in each section. A simple layout of the orchestra could be displayed on the board as you do this • Play audio recordings or show learners pictures of different orchestral instruments. <p>Ask learners:</p> <ul style="list-style-type: none"> • Can you describe the sound of each of the instruments? • What characteristics do they have? <p>Resources:</p> <ul style="list-style-type: none"> • Audio recordings and/or pictures of a variety of instruments • A picture of the layout of an orchestra (optional)

WEEK	TOPIC	TOPIC DETAILS
7.1	instruments of The Orchestra - 2	<ul style="list-style-type: none"> • Definition of an Orchestra as : A group of musical instruments played together with audience and a conductor. • Families of the Orchestra. • Members of the String Family: Eg, Violin, Viola, Guitar, Ukelele • Members of The Brass family: Cornet, Horn, Trumpet etc • Members of the Wood wind family: Saxophone, Clarinet, Oboe, Ask learners to name as many instruments as they can. They do this individually first and then select learners to share their ideas, collating the answers of the whole class on the board. <p>To support learners, you may wish to show pictures of different instruments or play audio recordings of instruments to learners so that they can identify them. For example:</p> <ul style="list-style-type: none"> • You could also play an example of an instrument and ask learners to match the sound to the picture of the instrument displayed on the board. • You may also wish to introduce learners to the different sections of the orchestra (strings, woodwind, brass and percussion) and ask them to suggest instruments that belong in each section. A simple layout of the orchestra could be displayed on the board as you do this • Play audio recordings or show learners pictures of different orchestral instruments. <p>Ask learners:</p> <ul style="list-style-type: none"> • Can you describe the sound of each of the instruments? • What characteristics do they have? <p>Resources:</p> <ul style="list-style-type: none"> • Audio recordings and/or pictures of a variety of instruments • A picture of the layout of an orchestra (optional)

WEEK	TOPIC	TOPIC DETAILS
8.1	Listen and respond to music	<ul style="list-style-type: none"> • After a vocal warm up, hold up pictures of different characters from stories, nursery rhymes etc. that learners are familiar with. • Ask learners to explore making sounds freely to represent each character using voice, tuned or untuned percussion instruments. Learners discuss as a class how music can portray the different moods and traits of the characters. • Play learners an audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music. For example, 'The Carnival of the Animals' by Camille Saint-Saens. • Select three movements from 'The Carnival of the Animals' and play these to learners one at a time. Ask learners to identify which animal the music might be about. • Encourage learners to think about what the animals might be doing and to move around the room to imitate each animal. Learners could also discuss which instruments are used in each movement and how the music is different for each animal. • Play learners another five movements from 'The Carnival of the Animals' and give each learner the table below: <p style="margin-left: 20px;">Animal Why do you think the music is about this animal?</p> <p style="margin-left: 20px;">1 e.g. Elephant e.g. The low notes make the animal sound really big and heavy</p> <p style="margin-left: 20px;">2</p> <p style="margin-left: 20px;">3</p> <p style="margin-left: 20px;">4</p> <p style="margin-left: 20px;">5</p> • Learners complete the table, identifying which animal the music might be about and giving reasons why they think this. As a challenge, learners could also identify the instruments being used. For support display pictures of the five animals on the board, so learners can choose which one matches which piece. Encourage learners to share their answers and their reasons for their choices. <p>Resources:</p> <p>Audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music, such as 'The Carnival of the Animals' by Camille Saint-Saens.</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	vocal Rehearsal	<ul style="list-style-type: none"> • After a vocal warm up, hold up pictures of different characters from stories, nursery rhymes etc. that learners are familiar with. • Ask learners to explore making sounds freely to represent each character using voice, tuned or untuned percussion instruments. Learners discuss as a class how music can portray the different moods and traits of the characters. • Play learners an audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music. For example, 'The Carnival of the Animals' by Camille Saint-Saens. • Select three movements from 'The Carnival of the Animals' and play these to learners one at a time. Ask learners to identify which animal the music might be about. • Encourage learners to think about what the animals might be doing and to move around the room to imitate each animal. Learners could also discuss which instruments are used in each movement and how the music is different for each animal. • Play learners another five movements from 'The Carnival of the Animals' and give each learner the table below: <p data-bbox="470 1108 1197 1142">Animal Why do you think the music is about this animal?</p> <p data-bbox="470 1146 1476 1180">1 e.g. Elephant e.g. The low notes make the animal sound really big and heavy</p> <ul style="list-style-type: none"> • Learners complete the table, identifying which animal the music might be about and giving reasons why they think this. As a challenge, learners could also identify the instruments being used. For support display pictures of the five animals on the board, so learners can choose which one matches which piece. Encourage learners to share their answers and their reasons for their choices. <p data-bbox="470 1500 614 1534">Resources:</p> <p data-bbox="470 1538 1444 1646">Audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music, such as 'The Carnival of the Animals' by Camille Saint-Saens.</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	Creating Sounds using Musical Instruments	<ul style="list-style-type: none"> • Explain to learners that in 'The Carnival of the Animals', Saint-Saens used different instruments to create sounds of different birds. Play learners the following movements: <ul style="list-style-type: none"> <input type="checkbox"/> Movement 2: Hens and Roosters. <input type="checkbox"/> Movement 9: The Cuckoo in the Depths of the Woods. <input type="checkbox"/> Movement 10: Aviary. <input type="checkbox"/> Movement 13: The Swan. • Ask learners to listen to each movement and think about how the composer created sounds to represent birds. Learners could write their ideas down as an individual activity or discuss in small groups. • Tell learners they are going to compose their own piece of music to represent a bird using tuned and untuned percussion instruments (or other available instruments). They work in pairs or small groups and they may choose the bird they want to compose their piece about. Support learners by suggesting they could consider using: <ul style="list-style-type: none"> <input type="checkbox"/> a mixture of high and low pitches <input type="checkbox"/> a mixture of quiet and loud sounds <input type="checkbox"/> a short, repeated pattern (ostinato) using 2 notes, like the cuckoo <input type="checkbox"/> a short theme with a pecking nature like a chicken. • Once each group has composed a short bird piece, they perform to one another. <p>Resources: Audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music, such as 'The Carnival of the Animals' by Camille Saint-Saens</p>

WEEK	TOPIC	TOPIC DETAILS
11.1	Sounds of Animals in High and low pitches-1	<ul style="list-style-type: none"> • Explain to learners that in 'The Carnival of the Animals', Saint-Saens used different instruments to create sounds of different birds. Play learners the following movements: <ul style="list-style-type: none"> <input type="checkbox"/> Movement 2: Hens and Roosters. <input type="checkbox"/> Movement 9: The Cuckoo in the Depths of the Woods. <input type="checkbox"/> Movement 10: Aviary. <input type="checkbox"/> Movement 13: The Swan. • Ask learners to listen to each movement and think about how the composer created sounds to represent birds. Learners could write their ideas down as an individual activity or discuss in small groups. • Tell learners they are going to compose their own piece of music to represent a bird using tuned and untuned percussion instruments (or other available instruments). They work in pairs or small groups and they may choose the bird they want to compose their piece about. Support learners by suggesting they could consider using: <ul style="list-style-type: none"> <input type="checkbox"/> a mixture of high and low pitches <input type="checkbox"/> a mixture of quiet and loud sounds <input type="checkbox"/> a short, repeated pattern (ostinato) using 2 notes, like the cuckoo <input type="checkbox"/> a short theme with a pecking nature like a chicken. • Once each group has composed a short bird piece, they perform to one another. Resources: Audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music, such as 'The Carnival of the Animals' by Camille Saint-Saens

WEEK	TOPIC	TOPIC DETAILS
12.1	Sounds of Animals in High and low pitches -2	<ul style="list-style-type: none"> • Explain to learners that in 'The Carnival of the Animals', Saint-Saens used different instruments to create sounds of different birds. Play learners the following movements: <ul style="list-style-type: none"> <input type="checkbox"/> Movement 2: Hens and Roosters. <input type="checkbox"/> Movement 9: The Cuckoo in the Depths of the Woods. <input type="checkbox"/> Movement 10: Aviary. <input type="checkbox"/> Movement 13: The Swan. • Ask learners to listen to each movement and think about how the composer created sounds to represent birds. Learners could write their ideas down as an individual activity or discuss in small groups. • Tell learners they are going to compose their own piece of music to represent a bird using tuned and untuned percussion instruments (or other available instruments). They work in pairs or small groups and they may choose the bird they want to compose their piece about. Support learners by suggesting they could consider using: <ul style="list-style-type: none"> <input type="checkbox"/> a mixture of high and low pitches <input type="checkbox"/> a mixture of quiet and loud sounds <input type="checkbox"/> a short, repeated pattern (ostinato) using 2 notes, like the cuckoo <input type="checkbox"/> a short theme with a pecking nature like a chicken. • Once each group has composed a short bird piece, they perform to one another. <p>Resources: Audio recording of a song or extract from a song where different animals, people or characters are portrayed through the music, such as 'The Carnival of the Animals' by Camille Saint-Saens</p>
13.1	Group music projects and presentation	<ul style="list-style-type: none"> • Teacher group students and guide them to do music projects. • Each group will present their project to the class and the teacher

MUSIC SCHEME OF WORK

YEAR 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
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WEEK	TOPIC	TOPIC DETAILS
1.1	Clapping and performing rhythms	<ul style="list-style-type: none"> • Play learners a recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam. • Ask learners to clap the pulse of the song as they are listening. • Play the song again and ask learners to clap the rhythm of the song. <p>Ask learners: Can you identify the types of rhythms used? (ta and ti-ti)</p> <ul style="list-style-type: none"> • Display the lyrics to 'A Ram Sam Sam': A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam Sam • Introduce learners to the following actions and ask them to perform the actions when they hear the lyrics: 'A ram sam sam' –clap once on ram and then tap knees twice on sam sam 'Guli guli' – spin forearms over one another 'A Rafiq' -clasp hands together or hold hands with a friend • As a class explore singing or chanting the lyrics and whilst performing these actions. Once learners are confident this could also be performed as a round. • Ask learners to work in small groups to create their own actions or body percussion patterns to accompany the song. Once learners have rehearsed their body percussion compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology. <p>Resources: An audio recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam' Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Identifying and clapping pulse in music	<ul style="list-style-type: none"> • Play learners a recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam. • Ask learners to clap the pulse of the song as they are listening. • Play the song again and ask learners to clap the rhythm of the song. <p>Ask learners: Can you identify the types of rhythms used? (ta and ti-ti)</p> <ul style="list-style-type: none"> • Display the lyrics to 'A Ram Sam Sam': A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A ram sam sam, a ram sam sam Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam sam A rafiq, a rafiq Guli guli guli guli guli ram sam Sam • Introduce learners to the following actions and ask them to perform the actions when they hear the lyrics: 'A ram sam sam' –clap once on ram and then tap knees twice on sam sam 'Guli guli' – spin forearms over one another 'A Rafiq' -clasp hands together or hold hands with a friend • As a class explore singing or chanting the lyrics and whilst performing these actions. Once learners are confident this could also be performed as a round. • Ask learners to work in small groups to create their own actions or body percussion patterns to accompany the song. Once learners have rehearsed their body percussion compositions, give them time to perform them to the rest of the class. You may wish to record learners' performances using simple music technology. <p>Resources: An audio recording of a song with simple rhythms and repeated phrases such as 'A Ram Sam Sam' Simple music technology for audio recordings (optional)</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	Sound Characteristics	<ul style="list-style-type: none"> • Choose a story with a number of different characters that learners are familiar with, such as Jack and the Beanstalk. • As a class, recount and explore the story of Jack and The Beanstalk. Make a list of the main characters on the board as a class. You may wish to discuss key characteristics of each character in the story and the sounds the characters might make or hear. For example: <ul style="list-style-type: none"> □ Jack’s mum – working (chopping wood, digging garden), shouting angrily at Jack when she sees the beans □ Jack – walking the cow to the market, climbing the beanstalk □ Giant – chanting “Fee, Fi, Fo, Fum” □ Beanstalk – growing quickly and quietly overnight • Learners work in small groups to create a soundscape for a short scene involving one character or multiple characters in the story. Ask learners to decide on the vocal sounds or musical instruments to use to represent the characters and their actions. Each group rehearses and performs a short piece. • You may wish to develop staging, costumes and props to put on a performance of learners’ soundscapes or retell the story with the added soundscapes of each group. <p>Ask learners:</p> <ul style="list-style-type: none"> • Which pieces sounded effective and why? • Could you spot the different characters being portrayed in the music? • If not, what could you improve? <ul style="list-style-type: none"> • Encourage learners to evaluate their own and others' performances in a positive, respectful and useful way. <p>Resources:</p> <p>Short story with multiple characters, such as Jack and the Beanstalk Staging, costumes and props (optional)</p>