

St Ann's Curriculum - Medium Term Planning Music Y3/4

The MTP will ID key learning and give a brief outline of context and activity. It will look at how to deliver key-skills and focus on what we will see if successful.

| Core Skills: | | |
|---|---|---|
| <p style="text-align: center;">Active Learning</p> <ul style="list-style-type: none"> To seek out and enjoy challenges To collaborate with others To show commitment and perseverance Assess themselves and others | <p style="text-align: center;">Basic Skills</p> <ul style="list-style-type: none"> To speak clearly and convey ideas confidently To read and communicate ideas in writing efficiently and effectively To calculate efficiently and apply skills to solve problems To use new technologies confidently and purposefully | <p style="text-align: center;">Creative Thinking</p> <ul style="list-style-type: none"> To ask questions to extend thinking To generate ideas and explore possibilities To overcome barriers by trying out alternatives To connect ideas and experiences in inventive ways |


| Key learning (What will the children learn?) | How What opportunities am I going to give the children so that they can learn? | Outcomes (What will the learning look like? How will the learning be recorded?) |
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| <p>Evaluate an exemplar as a starting point for the process of critique</p> <p style="color: red;">N.C. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Explain how characteristics are expressed within narrative musical structures</p> <p style="color: red;">N.C. Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Explain pitch, and musical expression</p> | <p>Listen to a Stormy sea on you tube (blank screen) what can children imagine happening – talking partners – share with class</p> <p>Show clip discuss.</p> <p>Introduce Britten’s Storm explain opera and the story line of Peter Grimmes – watch – discuss how he uses instruments and musical elements to get the effect of a storm at sea.</p> <p>Talk about how a storm builds – put ideas into body percussion – perform a class storm.</p> <p>How does a composers write down their ideas so that other musicians can play their music? Show class some of the different ways of writing music. Discuss which would they find the easiest and why? Which gives the performer the most information?</p> <p>Show graphic score symbols sheet. Discuss how the thin straight line could be one quiet instrument playing. Discuss the other symbols.</p> | <p>In groups ch to build up their own body percussion storm.</p> <p>Perform and discuss how these could be improved.</p> <p>Work on improvements and perform again. Did they sound better?</p> <p>In groups put body percussion sounds to symbols. Perform.</p> <p>In groups children discuss ideas – share.</p> |

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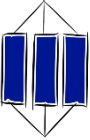
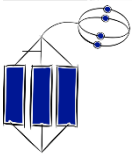
| | | |
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| <p>Interpret invented notations to play tuned and un-tuned instruments</p> <p>N.C. Use and understand staff and other musical notations.</p> <p>Demonstrate some understanding of pitch, and musical expression in a performance</p> <p>N.C. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Demonstrate increasing control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments</p> | <p>Handout picture of a stormy sea. What can they see? What do they think is happening first ? (Wave starts small then gathers speed and height) how could this be shown using a graphic score?</p> <p>Listen to Britten's Storm again. Could the children describe what they think might be happening just by listening? How does the composer give the effect of the waves crashing? (instrumentation, musical elements)</p> <p>Model adding instruments to score.</p> | <p>In groups draw own graphic score using symbols sheet.</p> <p>Children's to discuss ideas.</p> <p>In groups children to discuss what instruments they would like to use and why. Children to add instruments to score.</p> <p>In groups start to practise playing scores. Perform. What could be improved? Practise/ improve. Perform</p> |
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Assessment

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| <p>Developing (Multistructural)</p>  | <ul style="list-style-type: none"> • Explain how characteristics are expressed within narrative musical structures • Explain <i>pitch, and musical expression</i> • Recall simple rhythms with increasing aural memory | <p>Names of children</p> |
|---|--|--------------------------|

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| | <ul style="list-style-type: none"> • Interpret invented notations to play tuned and un-tuned instruments | |
| <p>Securing (Relational)</p>  | <ul style="list-style-type: none"> • Demonstrate some understanding of pitch, and musical expression in a performance • Evaluate an exemplar as a starting point for the process of critique • Analyse and compare simple sounds • Demonstrate increasing control and rhythmic awareness when using invented notations to play tuned and un-tuned instruments | |
| <p>Enriched (Extended Abstract)</p>  | <ul style="list-style-type: none"> • Appreciate the range of dimensions within a piece • Reflect on how dynamics and tempo can affect an audience • Analyse and compare sounds, reflecting on how music is produced through invented notations • Practice, rehearse and present their work and assess the impact on an audience | |