



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Mrs Korzeniewski Year group: 4 Term: Autumn

Subject: Music

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing) <i>SEN: group and paired work, modelling and repetition of instruction</i>	Key Vocabulary covered
1	LG: exploring <i>The Pink Panther</i> theme and creating sound effects.	<u>Sing Up Music Year 4 The Pink Panther theme</u> Children will: - Listen for elements in music that establish mood and character. - Explore sounds on classroom instruments to create a desired effect. - Talk about how sounds are created and about an instrument's timbre.	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.
2	LG: Composing new sound effect sequences for the Pink Panther.	Children will: - Talk about how elements of music can be used to create an intended effect. - Compose a sequence of sound effects to accompany a cartoon clip. - Perform to an audience.	

3	LG: Composing a short storyboard of events and the accompanying music.	Children will: • Talk about how instruments can be played to produce an intended effect. • Compose a short storyboard and the accompanying soundtrack. • Perform to an audience.	creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).
4	LG: Explore the features of Aaron Copland's <i>Fanfare for the common man</i> .	<u>Sing Up Music Year 4 Fanfare for the common man</u> • Listen to a fanfare and begin to explore the musical features. • Recognise the effects of timbre and texture in music. • Use body percussion to create a suggested effect.	Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence. Pitch: melody, fanfare, phrase, harmony, chord.
5	Improvise fanfare melodies based around three notes and repeated rhythms.	Children will: • Follow the musical instructions of a conductor. • Improvise fanfare melodies using short, repeated rhythm patterns. • Compose a group fanfare melody using texture, melody, and rhythm for impact.	Texture: unison (one part), homophonic (several parts moving together). Timbre: brass instruments, percussion.
6	Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence.	Children will: • Identify and talk about the pitch shape of a fanfare melody. • Compose a fanfare melody in a group. • Demonstrate how melody, rhythm, dynamics, and texture can be used for impact when composing a fanfare melody.	Other: musical commission - writing a piece of music for a specific purpose or event.