

Brough Primary School – Curriculum Intention Plan 2023 - 2024



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| Subject: Music Year Group: Year 3/4 | | Area of learning: Instrumental Music & Performance: Glockenspiels. |
| Links to previous work/Remember when | <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs that are familiar • Using instruments to tap a regular beat • Revise simple graphic notation • KS1 performances - singing and acting from a script. • Learning about musical instruments which have beaters <p>Musical Knowledge</p> <ul style="list-style-type: none"> • Revise and experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>Singing:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs. | |
| Term | Key Skills to be taught <ul style="list-style-type: none"> • Revisiting how to correctly play a glockenspiel • How to draw a treble clef on a stave • Revisiting how to draw letter notation • Use a time signature correctly to write a basic 4-bar rhythm and use that rhythm to create a melody • How beats/pulse is broken down into groups (bars) | |
| Spring 1 2024 What the children should know at the end of this series of lessons | <ul style="list-style-type: none"> • Play a musical instrument (glockenspiel), using pulse and rhythm • Children can name musical symbols and words and start to associate meanings to them • To understand what pulse and metre mean and to maintain a pulse and identifying strong beats • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • use and understand staff and other musical notations <p>Taken from the NC for Music KS2.</p> | |

Vocabulary

Sing, beat, pulse, pitch, graphic notation, symbols, strong beats, instruments, non-pitched, note, dynamics, piano, forte, loud, soft, glockenspiel.

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



| Sequence of learning | Learning Objectives/Outcomes | suggested Lesson Outline |
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| 1 Taught by RP 15.1.24 (x3 classes) | <p>Learning Objective: To be able to write a basic rhythm. To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Key Knowledge: To be able to play a musical instrument, using understanding of the stave, notes and dynamics needed for each piece.</p> <p>Vocab: Melody, rhythm, treble clef, stave</p> <p>Resources: music books</p> | <p>Recap: Playing the Boomwhackers for Christmas songs/graphic notation from KS1.</p> <p>Revisit a graphic notation grid (4x4).</p> <p>Play a body percussion e.g. https://www.youtube.com/watch?v=VldOnhk-jwo The Greatest Showman</p> <p>Children to draw a 4x4 graph box in their music books - making sure a 4 is at the beginning to show the time sig.</p> <p>STARTED</p> <p>Introduce the rhythms of</p> <ul style="list-style-type: none"> • semibreve - 4 (hold 4) • minim - 2 (hold 2) • dotted minim - 3 (cheese) • crochet - 1 (pear) • quavers - ½ (orange) • triplet - 3 notes in one count (chocolate) • crochet rest - shh <p>Model a line and then ask the children to create their own three lines, making sure that they have 4 counts in each bar.</p> |
| 2 | <p>Learning Objective: To improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Key Knowledge: Music is written using pitch to allow rise and fall of sound that creates a melody.</p> <p>Vocab: Melody, rhythm, treble clef, stave</p> <p>Resources: Glockenspiels, music books</p> | <p>Recap – notation from last lesson.</p> <p>Explain that this week, we are going to be writing the graphic notation as musical notes, but first, they need to learn how to draw a treble clef.</p> <p>Practise treble clef in their books.</p> <p>Show the children the different types of notes that they used as graphic notation. Ask the children to draw the notes on the staves in their music books. Use E line.</p> <p>Then, if there's time, children to use the glockenspiels to beat out their own rhythms that they wrote last week. *</p> <p>*This can be carried over to the next lesson.</p> |

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



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| 3 | <p>Learning Objective: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Key Knowledge: Perform a song on the glockenspiel, using the knowledge of letter-named notes and beats.</p> <p>Resources: Glockenspiels, music books,</p> | <p>Recap – pitch, melody, rhythm, musical alphabet notes.</p> <p><i>*If the * from last week needs ot be completed, do this first.</i></p> <p>Children to have a quick recap of drawing a treble clef. Then, they are to look at their music that they wrote in the graphic grid.</p> <p>Today, they are going to start to write their first line of their rhythm as proper music - again, using the E line of the treble clef.</p> <p>Model a first line e.g.</p> <p>Children to write their first line of their rhythm.</p> |
| 4 | <p>Learning Objective: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Recap: rhythm notation from previous lessons.</p> <p>Explain that this week, we are going to be starting to add melody to the rhythm - meaning that we are going to learn the lines and spaces letter names.</p> <p>Children to write out the EGBDF and its acronym, then the same with the spaces FACE.</p> |
| 5 | <p>Learning Objective: Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> | <p>Recap: rhythm notation from previous lessons.</p> <p>Children to look at their notation and to start creating the first line of their notation, using the lines and spaces of the stave to create a melody. First line only.</p> <p>Model an e.g.</p> <p>Children should, by the end of this lesson, be able to have written their first line of their rhythm, using different notes to create a simple 4-bar melody.</p> |

Learning Outcome/product

Children should have an understanding of pitch, rhythm and melody, and how to show this through playing a line of their written melody, using the correct rhythm timing on their glockenspiels.

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| Assessment records | List only those children who have not achieved the expected outcomes. |
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