

# Brough Primary School – Curriculum Intention

## Plan 2023 - 2024



<b>Subject:</b> Music <b>Year Group:</b> Year 3/4		<b>Area of learning:</b> Instrumental Music & Performance: Glockenspiels.
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs that are familiar</li> <li>• Using instruments to tap a regular beat</li> <li>• Revise simple graphic notation</li> <li>• KS1 performances - singing and acting from a script.</li> <li>• Learning about musical instruments which have beaters</li> </ul> <p><b>Musical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Revise and experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs.</li> </ul>	
<b>Term</b>	<b>Key Skills to be taught</b> <ul style="list-style-type: none"> <li>• Revisiting how to correctly play a glockenspiel</li> <li>• How to draw a treble clef on a stave</li> <li>• Revisiting how to draw letter notation</li> <li>• Use a time signature correctly to write a basic 4-bar rhythm and use that rhythm to create a melody</li> <li>• How beats/pulse is broken down into groups (bars)</li> </ul>	
<b>Spring 2 2024</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>• Play a musical instrument (glockenspiel), using pulse and rhythm</li> <li>• Children can name musical symbols and words and start to associate meanings to them</li> <li>• To understand what pulse and metre mean and to maintain a pulse and identifying strong beats</li> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• use and understand staff and other musical notations</li> </ul> <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.

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Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
<p>1</p> <p>Taught by RP 15.1.24 (x3 classes)</p>	<p><b>Learning Objective:</b> 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><b>Key Knowledge:</b> To be able to play a musical instrument, using understanding of the stave, notes and dynamics needed for each piece.</p> <p><b>Vocab:</b> Melody, rhythm, treble clef, stave</p> <p><b>Resources:</b> music books</p>	<p><b>Recap:</b> 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. <a href="https://www.youtube.com/watch?v=VldOnhk-jwo">https://www.youtube.com/watch?v=VldOnhk-jwo</a> 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><b>STARTED</b></p> <p>Introduce the rhythms of</p> <ul style="list-style-type: none"> <li>• semibreve - 4 (hold 4)</li> <li>• minim - 2 (hold 2)</li> <li>• dotted minim - 3 (cheese)</li> <li>• crochet - 1 (pear)</li> <li>• quavers - ½ (orange)</li> <li>• triplet - 3 notes in one count (chocolate)</li> <li>• crochet rest - shh</li> </ul> <p>Model a line and then ask the children to create their own three lines, <b>making sure that they have 4 counts in each bar.</b></p>
<p>2</p> <p>Provision cancelled 22.1.24</p> <p>Taught 5.2.24</p>	<p><b>Learning Objective:</b> To improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p><b>Key Knowledge:</b> Music is written using pitch to allow rise and fall of sound that creates a melody.</p> <p><b>Vocab:</b> Melody, rhythm, treble clef, stave</p> <p><b>Resources:</b> Glockenspiels, music books</p>	<p><b>Recap</b> – 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>

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<p><b>3</b> <b>Provision cancelled</b> <b>29.1.24</b></p>	<p><b>Learning Objective:</b> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Key Knowledge:</b> Perform a song on the glockenspiel, using the knowledge of letter-named notes and beats.</p> <p><b>Resources:</b> Glockenspiels, music books,</p>	<p><b>Recap</b> – pitch, melody, rhythm, musical alphabet notes.</p> <p><i>*If the * from last week needs to 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 <b>E line of the treble clef</b>.</p> <p>Model a first line e.g.</p> <p>Children to write their first line of their rhythm.</p>
<p><b>4</b> <b>19.2.24</b></p>	<p><b>Learning Objective:</b> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Recap:</b> 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>
<p><b>5</b></p>	<p><b>Learning Objective:</b> Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p><b>Recap:</b> 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.