

Castlefields Primary School – Medium Term Plan

Subject: Music

Year: 3 (Hawthorn) / 4 (Chestnut)

Term: Autumn - 2019/20

Unit: Call and Response

Module: Exploring pitch, dynamics, call & response

<u>Date</u>	<u>Learning Objective (Intent)</u>	<u>Attainment Target (Impact)</u>	<u>Content & Activities (Implementation)</u>
03.09.19	To explore the meaning of pitch.	I can recognise changes in pitch.	<ul style="list-style-type: none"> • Introduce module and musical terminology. • Teach pitch using sounds/instruments and learn how to show pitch movement.
10.09.19	To begin to recognise pitch by experimenting with percussion.	I can recognise changes in pitch.	<ul style="list-style-type: none"> • Give out instruments (same variety on each table) • Using worksheet, complete 'Pitch'.
17.09.19	To explore the meaning of dynamics.	I can recognise changes in dynamics.	<ul style="list-style-type: none"> • Teach the musical term dynamics • Categorize instruments. Teach hand signals
24.09.19	Begin to recognise dynamics, experiment with percussion.	I can recognise changes in dynamics.	<ul style="list-style-type: none"> • Record dynamics formally (<, >, f, p) on worksheet. Experiment with untuned percussion.
01.10.19	To practise singing, playing and keeping a steady beat.	I can show a steady beat.	<ul style="list-style-type: none"> • Explain/demonstrate steady beat and listen to 'Invade' & the lyrics. • Talk about Viking instruments, show images. Practise beat.
08.10.19	To keep one steady beat against a second one.	I can show a steady beat.	<ul style="list-style-type: none"> • Introduce a second steady beat. • Practise playing both at same time. Practise, evaluate, improve, perform
15.10.19	To recognise pitch, dynamics and a steady beat in a piece of music.	Recognise changes in pitch, dynamics/show steady beat.	<ul style="list-style-type: none"> • Show Anglo-Saxon instruments again and think about modern day equivalents. • Show * to class and demonstrate how to play. Experiment (emphasise pitch, dynamics).

22.10.19			<ul style="list-style-type: none"> • Continue from last week. Create an ‘orchestral’ performance** • Revise new knowledge and complete self evaluation sheet.
05.11.19	To understand the meaning of texture, in music.	I can hear changes in texture.	<ul style="list-style-type: none"> • Introduce module and musical terminology. • Learn the meaning of texture (thick, thin). • Practise songs/carols for ‘Lighting up’ ceremony, relate to texture.
12.11.19	To compare textures, identify as thick/thin.	I can hear changes in texture.	<ul style="list-style-type: none"> • Compare texture of songs. Recognise changes. • Using percussion, create differences in texture. Practise, evaluate, improve, perform
19.11.19	To be able to recognise a call and response form.	I can recognise call and response.	<ul style="list-style-type: none"> • Introduce meaning of call and response. Examples. • Listen to and learn ‘Christmas Calypso’
26.11.19	To recognise verses and chorus and explore ways of performing.	I can recognise call and response.	<ul style="list-style-type: none"> • Identify verse, chorus and call and response. • Arrange verse in a call and response form. • Add untuned percussion and keep a steady beat.
03.12.19	To be able to identify changes in texture and recognise call and response.	Recognise call and response and changes in texture.	<ul style="list-style-type: none"> • Practise performing song to date and evaluate. • Discuss changes in texture in song.
10.12.19			<ul style="list-style-type: none"> • Continue from last week. • Revise new knowledge and complete self evaluation sheet.
17.12.19	<u>No formal lesson</u> – Christmas activities		<ul style="list-style-type: none"> •