



# Stratford Preparatory School

## Medium Term Planning – Junior 4

**Term : Michaelmas**

**Subject : Music**

### **Aims**

- To encourage appreciation and widen the knowledge of (mainly classical) music.
- To develop the children's ability and confidence in music making individually and in groups.
- To explore lyrics, melody, and song.
- To learn about the chronology of Western Classical Music.
- To develop composition skills
- To enjoy music

### **Objectives**

- Using 'music appreciation' section of the lesson to listen to a wide variety of music from different times in history.
2. To continue to learn 'musical vocabulary' and instrumentation and styles of the above.
  3. Have an understanding of the relationship between words and music while looking at jazz singing styles and be able to perform with the intention of them
- Understand the use of song, both the melody and lyrics, to convey mood, cultural, historical and social meaning.
4. Understand and be able to reproduce the structure of 'The Blues', building up to a class composition and performance.
  5. Know the time frames within their existing historical knowledge of music from the musical time periods 'Renaissance', 'Baroque', 'Classical', 'Romantic', and 20<sup>th</sup> Century and be able to identify representative pieces from within them.
- A development of musical skill through composition, performance and dance activities covered of musical periods.

### **Areas of Experience**

We aim to use as many of the areas of experience as is appropriate in our lessons, as indicated on our daily lesson plans

**Linguistic** – command of language and ability to communicate grows through listening, speaking, reading and writing.

**Mathematical** – Understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Understanding should come from practical activity, exploration and discussion.

**Scientific** – Knowledge and understanding of nature, materials and forces. Develop skills associated with scientific process of enquiry: observing, forming hypotheses, experiments and recording.

**Technological** – Planning, developing and evaluating good quality products. Using tools, materials and equipment. Responsible and safe use of computing.

**Human and social** – People and environment, how human action in the past has influence events and conditions.

**Physical** – Physical control and co-ordination as well as tactical skills and imaginative responses to evaluate and improve performance. An understanding of fitness and health.

**Aesthetic and creative** – Making, composing and inventing, present in all areas especially Art, Music, drama, dance, literature.

## **Scheme of Work/ Weekly Programme of Study\***

### **Exploring lyrics and melody\*\***

Week 1 'I wanna sing scat'. Book 6, p26. Discuss relationship between words and music. Compose and perform song with an original ostinato

Week 2 SAILING

Week 3 Book 6, p27&28. Through listening to egs., discuss how music and lyrics reflect mood, cultural, historical and social contexts of pieces.

Week 4 Continue with above

Week 5 Book 6, p29&30. Listen to 'Hard time blues' and discuss its basic musical features. Learn and practice a blues chord sequence.

Week 6 Continue with above

Week 7 Performance week

HALF TERM

Week 8 Practising performances for Junior concert

### **History of Western Classical Music\*\*\***

Week 9 Medieval Tavern Song

Week 10 Writing own lyrics and performing song with partner

Week 11 P16&24. Renaissance. Intro. to the period. 'Mistress Winter's jump' – Tudor dance.

Week 12 Continue with the above

Week 13 Break up

\*Each lesson will start (on alternate weeks) with either a music appreciation section, or an opportunity for individuals to perform to their peers in class.

\*\*Working from 'Music Express' resource book

\*\*\*Working from 'Listening to Music history 9+' resource book.

## **Differentiation**

Tasks will be differentiated as appropriate to the pupils by: expectation of workload and how work is recorded, personal outcome, questioning at different levels to support less-able pupils and to challenge the more-able pupils and teacher support.

## **Cross Curricular Links**

History, English, Modern Languages, Dance, Geography

## **Deployment of Teaching Assistants**

n/a

## **Resources**

CD player, Music Express and 'Listening to Music History – 9+' resource books, school percussion instruments, school keyboards and piano, pupils' own instruments

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