

Creative Arts Spring 1 MTP/STP Year 3/4 (2024-25) Cycle 1

W/B Monday 6 th January 2025	W/B Monday 13 th January 2025	W/B Monday 20 th January 2025
Music MyLO: I can recognise tuned and untuned musical instruments. Sticky Knowledge Ask the children if they remember experiencing different musical elements in Year 2 or Year 3. Remind them about Harvest Festival songs and Hosanna Rock. Some children may have attended the school choir after school last year. Do they remember “Music Lab” where they composed their own Chinese New Year Dragon dance? In “Through the Ages” topic, they learnt “We will Rock You” and made Stone Age compositions using natural materials. As a class, they composed a four-part layered composition with their voices describing how rocks and fossils are formed. Introduction As part of our Science topic on “Sound” and our Creative Curriculum focus on “London – past and present”, we are looking at how different sounds are created on percussion and non-percussion instruments, learning new music vocabulary and finally singing songs (London’s Burning as a round, Maybe it’s because I’m a Londoner) and playing a tuned instrument (Recorder) to “London’s Burning”. There may be time to compose their own tune during Computing using the digital program “Music Lab”. Lets start with a Music quiz to see how much we remember. Share PPT – Music WK1 L1 Guess the instrument Class record response in Topic book and self mark, adding correct answer if wrong in purple pen. Which instruments are tuned or untuned? Record “tuned” or “untuned” next to each instrument in the list. (T = Violin, guitar, glockenspiel, recorder and piano) or U = drums, maracas, triangle, cymbals, tambourine) Task Now we are going to listen to how some of these instrument’s sound when played. Listen for these musical elements as you watch each video clip. Music WK1 L1 musical elements Share second PPT and discuss musical elements heard after each clip. Music WK1 L1 Instrument Clips Plenary – final slide Record in topic book the answers to these questions What’s your favourite musical instrument? Can you play an instrument? What type of music do you listen to?	MyLO: Sing songs with control and using the voice expressively, creating different vocal effects. Sticky Knowledge Ask the children if they remember singing the songs for the Christmas production “Hosanna Rock”? What did they feel worked well in a performance? Answers could be: *Singing acapella in the church, (timbre) * The acoustics from the high church ceilings, (Volume) * Singing in tune at the same pace. (tempo) *Singing with confidence with a wide vocal range. *Singing expressively (Dynamics) *Thinking about others when performing. *Singing with an awareness of beat, pulse and rhythm Assessment Stick both sheets in Art sketch books Using the Music WK2 L2 Music progression of skills sheet, highlight in green and date all the areas covered as outlined. (Bullet point 1-4 of “Singing songs expressively” section and bullet point 1 of section 3 “practise, rehearse etc” section) Do the same for Music WK2 L2 Vocabulary sheet, highlight in green Yr 3 (beat, melody, perform, pitch, rhythm, tunefully), Yr 4 (Dynamics, expression, musician, tempo, timbre) and basics (beat, fast, high, low, listen, loud, music, pitch, quiet, rhythm, slow, song, tune) Introduction Today we are going to chant or sing a round where the pitch gets higher and the tempo gets faster as the song progresses. The melody is repeated 3 times. What does chant mean? What does round mean? Chant = Singing in unison, with a similar rhythm to speech. Round = A round is a musical composition in which two or more voices sing exactly the same melody (and may continue repeating it indefinitely), but with each voice beginning at different times so that different parts of the melody coincide in the different voices, but nevertheless fit harmoniously together. You can have 2-, 3- or 4-part rounds. Task 1	MyLO: To create different vocal effects. And understand how mouth shapes affect voice. Sticky Knowledge What is a round? What is a chant? Describe definition of pitch, tempo, dynamics and timbre? Demonstrate some by singing “London’s Burning” in 6 different ways. Music WK3 L3 Lyrics or recall from memory. Pitch – high and then low Tempo – fast and then slow Dynamics – loud and then quiet. Assessment – art sketch books Using the Music WK2 L2 Music progression of skills sheet, highlight in green and date all the areas covered as outlined. (Create different vocal effects, understand how mouth shapes affect voice, explore and comment how sounds can be used expressively) Do the same for Music WK2 L2 Vocabulary sheet, highlight in green chant, repeat, melody, recall. Introduction When we sing, we use a muscle – our voice! We need to warm up our muscle before singing and develop the correct posture. (Sit or stand up straight, stand still with hands by our sides, look forward, open mouths wide to sing lyrics clearly) Watch how a choir warms up to sing. https://www.bbc.co.uk/bitesize/topics/zbnrmfr/articles/zfrb7 Now class tries – Singing scales, humming and trilling and Stretching. Practise using the correct posture and opening mouths widely (For clear dictation) when learning and singing songs relating to London by a range of composers from different centuries. Task 1 – London Bridge is falling down. traditional nursery song 1744 https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-london-bridge-is-falling-down/zhy6jhw Music WK3 L3 London Bridge Task 2: Oranges and Lemons

	Do they remember learning about “The Great Fire of London 1666” in Yr 2? Listen to the song about the event. https://www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning Now click on the lyrics Music WK2 L2 Lyrics and sing together as a class. Read “What’s it all about” to hear a history synopsis. Task 2: (Video on IPad one of the rounds as music evidence and keep on SharePoint in Yr3/4 planning 2022-23 “Music evidence 2022-23”) Read “investigate more” begin to sing the song in rounds. Use BBC school radio backing track. https://www.bbc.co.uk/teach/school-radio/primary-school-songs-londons-burning-backing-track/z4f9cqt Two groups - 2 part (Two groups of 14) Show example of how it’s done. https://www.bbc.co.uk/programmes/p03xp0hq Three groups – 3 part (Three groups of 10) Four groups – 4 part. (Four groups of 7) Plenary Did we think about others whilst performing? Did we sing our part in tune with the pitch getting progressively higher and tempo faster? Did our voices blend seamlessly with clear dynamics? What was the quality of timbre (tam-ber) like on the high and low parts? How could we improve?	A folk song children sang and danced to in the 20th Century. Refers to the bells of several churches within the City of London. 1800 https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-oranges-and-lemons/zmk3pg8 Music WK3 L3 Oranges and lemons Task 3: Maybe it’s because I’m a Londoner A cockney East End song 1944 by Hubert Gregg to keep the spirits up during the WWII. https://www.youtube.com/watch?v=XXSpnvJf5V0 Task 4: Doing the Lambeth Walk Taken from the musical “Me and My Girl” by Noel Gay in 1937 about a local London Street and market in London. Listen to it first and hear the “EastEnd” cockney accent! https://www.youtube.com/watch?v=S8tjWRWylSw Now sing it with lyrics and a backing track! https://www.youtube.com/watch?v=eLyuMIXF2W8 Task 5: London Rap If time, play the modern rap about London and things you see there – written in the year 2000! https://www.youtube.com/watch?v=XJrE9Ko-82k Plenary Which song did you prefer and why? Did we create different vocal effects using our mouths? Did we sing with the correct posture? Did we learn and sing different songs about London? Did we listen to and begin to respond to music drawn from different traditions and great composers and musicians?
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W/B Monday 27 th January 2025	W/B Monday 3rd February 2025	W/B Monday 10 th February 2025
MyLO: To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. 30 recorders Sticky Knowledge Have you ever played a musical instrument at school? Does anyone have music tuition at home? The next three weeks we are going to learn to play an instrument and focus on a song we have already sung “London’s Burning”. Assessment – art sketch books Using the Music WK2 L2 Music progression of skills sheet, highlight in green and date all the areas covered as	MyLO: To begin to recognise simple notations to represent music, including pitch and volume. 30 recorders Sticky Knowledge What instrument did we learn about last week? Which notes did we learn to play? How do you change the pitch when playing a recorder? How do we change the volume when playing a recorder? Assessment – art sketch books Using the Music WK2 L2 Music progression of skills sheet, highlight in green and date all the areas covered as outlined - To perform simple rhythmic and musical parts, beginning to vary	MyLO: To play and perform parts with an increasing number of notes, beginning to how musical expression. • To comment on the effectiveness of own work, identifying and making improvements 30 recorders Sticky Knowledge How well did we perform last week? What went well? What do we need to improve? Assessment – art sketch books

outlined. (To listen to and begin to respond to music drawn from different traditions and great composers and musicians. • To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.) Do the same for Music WK2 L2 Vocabulary sheet, highlight in green Compose and Musician Introduction Today we are going to learn to play a tuned instrument called a recorder. Show fact file. https://www.dkfindout.com/uk/music-art-and-literature/musical-instruments/recorder/ Task 1 Practise finding the correct note with each finger for the top part of the recorder blowing gently for a smooth note. Music WK4 L4 Recorder Fingers Music WK4 L4 Recorder chart G – left hand covering top three holes and back hole covered with thumb, right hand holding end of the recorder. A – left hand covering top two holes and back hole covered with thumb, right hand holding end of the recorder. B- left hand index finger covering top hole and back hole covered with thumb and right-hand holding end of the recorder. C – left hand middle finger covering second hole and back hole covered with thumb and right-hand holding end of the recorder. D – left hand middle finger covering second hole and right-hand holding end of the recorder. Low D – left hand covering top three holes and back hole covered with thumb and right hand covering bottom 3 holes. Task 2: Practise musical scale for the top part of the recorder – G -A-B-C-D Now reverse – D-C-B-A-G. Task 3 Now watch the video of the music teacher playing “London’s Burning” on the recorder. https://www.youtube.com/watch?v=VzkGpZh3hkY Show on the white board the notes they will be playing. DD-GG DD -GG AA-BB AA-BB	the pitch with a small range of notes; To begin to recognise simple notations to represent music, including pitch and volume. Introduction Today we are going to practise our piece “London’s Burning”. Some of you will copy me, some of you will follow a score (Musical notation) and some will play the tune from memory. Could show video again from last week as a reminder from 4:09 https://www.youtube.com/watch?v=VzkGpZh3hkY Task 1: Practise musical scale for the top part of the recorder – G -A-B-C-D Now reverse – D-C-B-A-G. Task 2 Look at the musical score for “London’s Burning”. – video from 4:09 or https://thegreatfireoflondonsite.weebly.com/londons-burning.html The notes on the lines correspond to the holes you cover with your fingers when you play. All follow score and play each note as a warmup with the teacher pointing to the notes and telling the class which one to play. Music WK5 L5 notes DD-GG DD -GG AA-BB AA-BB D-D D-D D-C-BB B-A-GG Remember Pitch -the higher you move your fingers up the recorder, the higher the notes! Volume - The harder you blow the recorder, the louder the notes. Task 3 Now follow the score without the teacher telling the class which note to play but playing their own recorder to model how to change the pitch and volume. This may need repeating several times! Could play along with the video https://www.youtube.com/watch?v=5Atpbo3wOts Plenary How did we get on? What was better than last week?	Using the Music WK2 L2 Music progression of skills sheet, highlight in green and date all the areas covered as outlined - To play and perform parts with an increasing number of notes, beginning to how musical expression; To comment on the effectiveness of own work, identifying and making improvements. Introduction Today we are going to perform our piece “London’s Burning”. Some of you will copy me, some of you will follow a score (Musical notation) and some will play the tune from memory. Task 1 - all Play “London’s Burning” by copying the teacher and /or copying experienced children (musicians) or show video from 4:09 https://www.youtube.com/watch?v=VzkGpZh3hkY Task 2 - Half Play “London’s Burning” by copying the teacher and following the notation. Music WK5 L5 notes – video from 4:09 https://www.youtube.com/watch?v=VzkGpZh3hkY or https://thegreatfireoflondonsite.weebly.com/londons-burning.html Task 3 Play “London’s Burning” by recalling it off by heart. (Memory muscle) with the video. https://www.youtube.com/watch?v=5Atpbo3wOts Assessment – IPAD required Record on the IPAD WHOLE CLASS or GROUP performances of “London’s Burning”. Keep on SharePoint in Yr3/4 planning 2022-23 “Music evidence 2022-23” with class name and name the file “Recorder ensemble”. Plenary Playback to the class the performances and class evaluate. Did everyone join in? Did everyone keep in time? Did everyone play the correct notes?
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D-D D-D D-C-BB B-A-GG Children sing the notes to the tune to help with the music muscle memory. Task 4 Now all try to play “London’s Burning” following the notes on the board. The teacher could shout out the notes and model with their recorder the finger position. This may need repeating several times!	Did everyone join in? Did everyone keep in time? Did everyone play the correct notes? How could we improve?	Was it played at the correct pace (tempo) and volume ? How could we improve?
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