

YEAR 4

Rivers

Scheme of Work

Introduction

This unit focuses on pitch and creative composition. Pupils will explore composing and performing melodies using the pentatonic scale. They will have opportunities to explore writing and combining their own melodies in small groups. They will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. The unit culminates with the pupils using all elements to create their own barcarolle.

Pupils will be listening to Smetana's Vltava in sections throughout this unit. Take the opportunity during quiet times to play this piece as background music over the 6 lessons.

Key Skills

- Listening: identify instruments, identify key features, identify inter-related dimensions of music
- Composing: select and combine to create texture, use graphic score, use pentatonic scale, write melody & lyrics, compose to represent a theme, use inter-related dimensions
- Performing: follow graphic notation, sing in unison, group ensemble,
- Social: collaboration, respect, communication
- Emotional: confidence, perseverance
- Thinking: select & apply, comprehension, providing feedback

Learning Objective

LESSON 1	To explore pitch using graphic notation.
LESSON 2	To compose and perform melodies using graphic notation.
LESSON 3	To perform pentatonic melodies using grid notation.
LESSON 4	To compose and notate pentatonic melodies.
LESSON 5	To compose a song in the style of a barcarolle.

LESSON 6

To develop, refine, rehearse, and perform a barcarolle.

Assessment Criteria

YEAR 4

- I am beginning to use texture and layering sounds in composition.
- I can combine and control sounds to achieve a desired effect.
- I can identify and name some orchestral instruments.
- I can maintain my own part within an ensemble performing rhythmically.
- I contribute ideas expressing musical opinions for creating and improving work.
- I show increased confidence and commitment when performing to an audience.
- I use the pentatonic scale to compose simple melodies and show increasing confidence in recording my ideas using graphic score.

Links to the National Curriculum

MATHS

- Counting to stay in time with group members

ENGLISH

- Learning key vocabulary: pitch, score, texture, melody, lyrics
- Understand and follow instructions
- Communicate ideas using musical knowledge
- Use of syllables to create lyrics

GEOGRAPHY

- Describe and understand key aspects of rivers