

**Bullion Lane Primary School
Medium Term Plan for Music**

Year: 3/4

Cycle: A

Term: Summer 1

Topic: The Class Orchestra – Music Express

Knowledge	Skills	Vocabulary
<ul style="list-style-type: none"> • I can identify a melodic phrase and play parts of it • I can sing sections of a song • I can add a steady beat to a song • I can play a musical instrument • I can perform a song as part of an orchestra 	<p>Singing songs with control and using the voice expressively. *Sing with confidence using a wider vocal range. *Sing in tune. *Sing with awareness of pulse and control of rhythm. *Recognise simple structures – phrases. *Sing expressively with awareness and control at the expressive elements, e.g. timbre, tempo, dynamics. *Sing songs and create different vocal effects. *Understand how mouth shapes can affect voice sounds. *Internalise sounds by singing parts of a song ‘in their heads’.</p> <p>Listening, memory and movement. *Identify melodic phrases and play them by ear. *Create sequences of movements in response to sounds. *Explore and chose different movements to describe animals. *Demonstrate the ability to recognise the use of structure and expressive elements through dance. *Identify phrases that could be used as an introduction, interlude and ending.</p> <p>Controlling pulse and rhythm. *Recognise rhythmic patterns. *Perform a repeated pattern to a steady pulse. *Identify and recall rhythmic and melodic patterns. *Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Exploring sounds, melody and accompaniment. *Identify ways sounds are used to accompany a song.</p>	<p>Orchestra Rhythm Pattern Ostinato Accompaniment Compare Melody Combinations Percussion Woodwind String Brass Horn</p>

	<ul style="list-style-type: none">*Analyse and comment on how sounds are used to create different moods.*Explore and perform different types of accompaniment.*Explore and select different melodic patterns.*Recognise and explore different combinations of pitch sounds. <p>Control of instruments.</p> <ul style="list-style-type: none">*Identify melodic phrases and play them by ear.*Select instruments to describe visual images.*Choose instruments on the basis of internalised sounds. <p>Composition.</p> <ul style="list-style-type: none">*Create textures by combining sounds in different ways.*Create music that describes contrasting moods/emotions.*Improvise simple tunes based on the pentatonic scale.*Compose music in pairs and make improvements to their own work.*Create an accompaniment to a known song.*Create descriptive music in pairs or small groups. <p>Reading and writing notation.</p> <ul style="list-style-type: none">*Perform long and short sounds in response to symbols.*Create long and short sounds on instruments.*Play and sing phrase from dot notation.*Record their ideas.*make their own symbols as part of a class score. <p>Performance skills.</p> <ul style="list-style-type: none">*Perform in different ways, exploring the way the performers are a musical resource.*Perform with awareness of different parts. <p>Evaluating and appraising.</p> <ul style="list-style-type: none">*Recognise how music can reflect different intentions.	
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