

## Year 3 and 4 Musician Endeavour – Playing and Musicianship

Week	Objectives	Lesson Activities	Learning Outcomes	Links to other subjects	Characteristics for Success
1	<ul style="list-style-type: none"> <li>To learn to play a melodic instrument (descant recorder)</li> <li>To introduce the recorder- how to hold and blow</li> <li>To know how to place fingers to play B</li> <li>Read musical notation of B</li> <li>Introduce the stave, lines, spaces and treble clef</li> <li>Clap rhythm and say lyrics to song</li> </ul>	<p>Introduce the recorder – wind instrument. Show how to hold and blow. Discuss tonguing and how to play notes with control. Discuss where thumb and fingers go.</p> <p>Left hand at the top, right at the bottom. Play note B with control. Learn to read on a stave the B note.</p> <p>Crotchets are quartr notes. Clap a rhythm and play each bar. Learn to play Bouncing Ball and Red Boat, Blue Boat.</p>	<ul style="list-style-type: none"> <li>Play tunes on the recorder.</li> <li>Play note B.</li> <li>Learn the name crotchet and stave.</li> <li>Recognise note B on the stave.</li> </ul>	<p>PHSE – playing together, working together, showing tolerance, working as a team.</p>	<p><u>Persistence</u></p> <ol style="list-style-type: none"> <li>Keep trying at hard challenges.</li> <li>Practise repeatedly.</li> </ol> <p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Forming good relationships.</li> </ol> <p><u>Resilience</u></p> <ol style="list-style-type: none"> <li>Bouncing back</li> <li>Staying positive</li> </ol>
2	<ul style="list-style-type: none"> <li>Play and perform melodies following staff notation</li> <li>Learn how to place fingers to play B</li> <li>Play a simple melody using B and A, by changing the fingering.</li> </ul>	<p>Play Amazing Aeroplane and Apples and Bananas. Use staff notation and place fingers to play B and then a new song to play A and B. Discuss how to move from one note to the next.</p>	<ul style="list-style-type: none"> <li>Play A and B</li> <li>Tonguing notes and duration</li> <li>Keeping time and rhythm</li> <li>Playing in unison</li> </ul>	<p>PHSE – developing confidence in playing to an audience.</p>	<p><u>Confidence</u></p> <ol style="list-style-type: none"> <li>Rising to a challenge</li> <li>Having a go</li> <li>Expecting to succeed</li> </ol> <p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Work well with others</li> <li>Play together</li> </ol> <p><u>Resilience</u></p> <ol style="list-style-type: none"> <li>Bouncing back</li> <li>Staying positive</li> </ol> <p><u>Persistence</u></p> <ol style="list-style-type: none"> <li>Keep working hard (repetitive)</li> <li>Enjoy working tough</li> <li>Has high standards</li> </ol>
3	<ul style="list-style-type: none"> <li>Individually copy stepwise melodic phrases accurately</li> <li>To read and play the standard staff notations for B,A and G</li> </ul>	<p>Play through a repertoire of songs to an accompaniment. Keep time and play together.</p> <p>Introduce a new note and play a song with three notes. I Saw a Ghost, Raindrops and Rainbows.</p>	<ul style="list-style-type: none"> <li>Play with an accompaniment.</li> <li>Play different notes in the pentatonic scale.</li> <li>Play in unison.</li> <li>Keeping time and rhythm.</li> </ul>	<p>PHSE – playing together with an accompaniment.</p> <p>Working together with others to perform a round and to play in unison, keeping time.</p> <p>Science – Sound and pitch, length of sound</p>	<p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Forming good relationships.</li> </ol> <p><u>Persistence</u></p> <ol style="list-style-type: none"> <li>Keep working hard (repetitive)</li> <li>Enjoy working tough</li> <li>Has high standards</li> </ol>

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				vibrations and air columns.	
4	<ul style="list-style-type: none"> <li>.To read standard notation for crochet, and their rests.</li> <li>Improvise on a limited range of pitches on a melodic instrument</li> <li>Choose two rhythmic patterns to improvise a melody using the notes B,A,and G</li> </ul>	<p>Discuss crotchets and rests. Recognise that crotchets are quarter notes. In a 4/4 time signature there are four quarter beats in each bar. Show that all add up to four.</p> <p>Call and answer exercise. Listen to the teacher give a call and respond with an answer with B, A and G.</p> <p>Recognise that this is composition and playing by ear.</p>	<ul style="list-style-type: none"> <li>Play notes of different durations e.g. crotchets and quavers.</li> <li>4/4 time signature</li> <li>Keeping time and rhythm.</li> <li>Compose using known notes.</li> <li>Respond musically, playing by ear.</li> </ul>	PHSE – Learn traditional and cultural songs.	<p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Forming good relationships.</li> </ol> <p><u>Confidence</u></p> <ol style="list-style-type: none"> <li>Rise to a challenge</li> <li>Having a go</li> <li>Expect to succeed</li> </ol> <p><u>Persistence</u></p> <ol style="list-style-type: none"> <li>Follow through with ideas.</li> <li>Show patience and work tough (young children).</li> </ol>
5	<ul style="list-style-type: none"> <li>To play a simple melody on tuned percussion (Xylophones)</li> <li>First and second phrase of 'Twinkle,Twinkle' (in pairs)</li> <li>To use dot notation to show higher or lower pitch learn third phrase(and fourth,which is the third repeated)</li> </ul>	<p>Introduce the xylophone and experiment with high and low pitch. Play an octave (8 notes). Play a high C and a low C.</p> <p>Listen to a melody played on the xylophone and a recorder. Discuss that they are the same notes but have a different timbre. Use dot notation to show high and low pitch.</p> <p>Listen to Twinkle, Twinkle and learn the notes for each part. Play in unison.</p>	<ul style="list-style-type: none"> <li>Play a different instrument.</li> <li>Use dot notation.</li> <li>Learn to identify an octave.</li> <li>Timbre is the quality of sound.</li> <li>Play in unison.</li> </ul>	PHSE – Learn traditional and cultural songs.	<p><u>Organisation</u></p> <ol style="list-style-type: none"> <li>Using time well.</li> <li>Staying focused</li> </ol> <p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Form good relationships</li> </ol> <p><u>Confidence</u></p> <ol style="list-style-type: none"> <li>Rise to a challenge (reading to younger children)</li> </ol> <p><u>Resilience</u></p> <ol style="list-style-type: none"> <li>Takes part.</li> <li>Has a positive attitude.</li> </ol>
6	<ul style="list-style-type: none"> <li>To individually copy stepwise melodic phrases accurately</li> <li>Recap first and second phrase' Twinkle,Twinkle'</li> <li>To play in unison-all of 'Twinkle,Twinkle'</li> <li>More able children to try on the marimbas(Year 4?)</li> </ul>	<p>Clap different rhythms and children copy back together. Sing different melodies and children sing back in unison. Play different rhythms using two notes on the xylophone. Children try to copy individually. Play Twinkle Twinkle in unison. Play with an accompaniment such as a drum or bass marimba.</p>	<ul style="list-style-type: none"> <li>Copy rhythms and respond by ear.</li> <li>Play songs in unison with an accompaniment.</li> </ul>		<p><u>Organisation</u></p> <ol style="list-style-type: none"> <li>Using time well.</li> <li>Staying focused</li> </ol> <p><u>Getting Along</u></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Forming good relationships</li> </ol> <p><u>Confidence</u></p> <ol style="list-style-type: none"> <li>Rise to a challenge</li> <li>Having a go</li> </ol> <p><u>Resilience</u></p> <ol style="list-style-type: none"> <li>Takes part.</li> </ol>

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	<ul style="list-style-type: none"> <li>Accompany and keep tempo on bass marimba!</li> </ul>				<p>2. Has a positive attitude.</p>
7	<ul style="list-style-type: none"> <li>To keep time and tempo throughout a musical performance piece.</li> <li>Learn Ode to Joy, one musical phrase at a time.</li> </ul>	<p>Listen to two different classical pieces e.g. Mars from The Planets and Ode to Joy. How do they make you feel? Music can give us different feelings.</p> <p>Play Ode to Joy on xylophones. Learn a musical phrase at a time, using dot notation.</p>	<ul style="list-style-type: none"> <li>Identify mood in classical pieces.</li> <li>Dot notation.</li> <li>Musical phrases.</li> </ul>		<p><b>Persistence</b></p> <ol style="list-style-type: none"> <li>Show patience and work tough</li> <li>Keep trying at hard challenges.</li> </ol> <p><b>Confidence</b></p> <ol style="list-style-type: none"> <li>Rise to a challenge (try to accomplish something hard)</li> <li>Aims for goals</li> </ol> <p><b>Resilience</b></p> <ol style="list-style-type: none"> <li>Bounce back</li> <li>Takes part</li> <li>Have a positive attitude.</li> </ol>
8	<ul style="list-style-type: none"> <li>To keep time and tempo throughout a musical performance piece.</li> <li>Learn the terms allegro and lento.</li> <li>Perform 'Ode to Joy'</li> </ul>	<p>Listen to Ode to Joy played at different tempos – allegro and lento Play repertoire of songs such as Twinkle, Twinkle and Ode to Joy. Perform solo and in unison.</p>	<ul style="list-style-type: none"> <li>Perform to an audience.</li> <li>Enhance repertoire of songs.</li> <li>Keep time</li> <li>Learn the term tempo, allegro and lento.</li> </ul>		<p><b>Confidence</b></p> <ol style="list-style-type: none"> <li>Rise to a challenge (try to accomplish something hard)</li> </ol> <p><b>Getting Along</b></p> <ol style="list-style-type: none"> <li>Works well with others.</li> <li>Forming good relationships</li> </ol>