

Year 4 Music Assessment. Wider Opportunities- Strings

Half Term 1

By the end of this ½ term the children will be able to:	Activity	Resources
Find/feel the beat	<p>Clap/stamp/tap in time to a piece of music.</p> <p>Play (pluck and bow) in time to the beat.</p>	<p>Use music with a strong beat (fast and slow) eg Sousa 'Liberty Bell', Michael Jackson, 'Billy Jean', Carl Jenkins Palladio, Paolo Nuttini, Rose Royce 'Car Wash', ELO 'Mr Blue Sky', Country style, Hawaii 50, Ski Sunday, Inspira Pops games tracks/. Movement-copy. Bean bag game(pass on beat), Raps-'Grandma', 'My Name is Joe', 'HELLO' Hicketytickety Bumble Bee – clap and slap knees and sing. Charanga tool kit, The Conductor game – beating time/ replacing counting with 'whizz/bang'etc. 3 5 7 9</p>
Understand simple rhythmic patterns. Understand the difference between rhythm and pulse.	<p>Copy-cat different rhythmic patterns. Use words /syllables Forbidden rhythm. Compose rhythms using pupils' names (My name is..)/ food (What's for Tea tonight)/ hobbies etc Raps</p>	<p>Claves, Clapping rhythms of words of songs. Hoops/children as human notation-symbols. Charanga rhythm grids/tool kit 'Concentration dedication stick to the rhythm off we go.' My name isHer name is.....</p>
Identify high and low sounds (pitch)	<p>Respond to different pitches eg stretch for high sounds and stoop for low / stand or sit / handsigns. G tap legs, D tap hips, A tap shoulders, E tap head.</p>	<p>Sing 'Hello how are you' on 2 notes. Answer 'Very well thank you'. Extend range of notes sung to be copied. Sing 'Can you play the D (or A,G E or C) string' Answer -'Yes I can' etc. Pitch penguin game. Learn 'Jackaroo' - sit for D and stand for A. 'Blues' on different strings 'Captain Pugwash'- on 3 strings.</p>

<p>Sing with increasing confidence and reasonable pitching</p>	<p>Sing songs in preparation to play. Sing rounds in two parts.</p>	<p>Charanga tool kit 'Hi Lo Chicka Lo' Buzz game (rollercoaster) 'Red Lorry Yellow Lorry' tongue twister sung in a scale.</p> <p>Singing instructions for pupils to repeat. Sing Warm-ups - ;Alive, Alert, Awake Enthusiastic', 'Princess Pat'. To sing and play - 'Wake Me', 'Jackaroo', 'Tony Chestnut' (with actions). 'Frere Jacques' (Harry Potter). 'Rain on the Greengrass', 'Jingle Bells', 'Twinkle Twinkle Chocolate Bar'. 'Bubble gum', 'Circles'</p>
<p>Begin Internalising sounds</p>	<p>Use 'thinking' head.</p>	<p>Replace letters/words with clap/action.- BINGO. 'The Grand Old Duke of York', 'Heads Shoulders Knees and Toes', ;My Hat it has 3 Corners'</p>
<p>Develop listening/aural skills</p>	<p>Pupils to listen to a variety of genres in music- ask them how it makes them feel/what instruments they can hear etc.</p>	<p>Perform to the children/play CD. Sing instructions '(everybody stand up/sit down,' 'bows in the air', 'ready steady off we go') Demonstration/ Modelling. Backing tracks.(ipod, cd, iTunes) Charanga resources.</p> <p>Sing posture songs.(Smiley Thumb) Racing Cars (bow).See-saw.</p>
<p>Hold the instrument/basic technique Play a limited number of notes</p>	<p>Rest position/playing position/pizzicato then bow. Learn names and sounds of open strings</p>	<p>Inspira/own resources</p>

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Half Term 2

By the end of this ½ term the children will be able to:	Activity	Resources
<p>Create sounds</p> <p>Improvise using simple rhythms and one or two notes.</p> <p>Recognise and understand musical vocabulary- pulse, rhythm, pitch, dynamics, pizz, tempo</p> <p>Understand/ read/ play simple notation (rhythmic)</p> <p>Self-evaluate –what do we need to do to improve/how can it be better?</p> <p>Have Fun (Enjoyment is key)</p> <p>Perform to an audience</p>	<p>Use a story eg Haunted House</p> <p>Make it up – there is no right or wrong!</p> <p>Games</p> <p>Use symbols to represent sounds</p> <p>Pupils gain ownership/responsibility for their learning. Pupils have an element of choice.</p> <p>Games.</p> <p>Arrange concerts and performances. Learn concert etiquette.</p>	<p>Charanga</p> <p>Blues backing track- use one note at first..</p> <p>Dynamic dog Tempo Tigger. Pitch Penguin Forbidden Rhythm 'Say Boom Chicka Boom' and 'Lickety Split' HELLO (change pitch, tempo, timbre,dynamics)</p> <p>Hoops and children! Flash cards Charanga rhythm grids – blob/space.</p> <p>Q and A. Performances. 2 Stars and a Wish. Work in groups/pairs/solos. Pupil lead games. Recording audio and visual.</p> <p>'Who wants to be a Millionaire' Quiz (Charanga)</p> <p>Assemblies, to parents, to each other, to head teacher. etc</p>

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Half Term 3

By the end of this ½ term the children will be able to:	Activity	Resources
<p>Find/feel/move to the beat to a variety of different speeds/styles/genres of music.</p> <p>Internalise sounds.</p>	<p>Actions/move to the beat.</p> <p>Conducting with baton.</p> <p>Starting/stopping – Red/Green ‘Traffic light’ card game.</p> <p>Whizz Bang Conductor game.</p> <p>Bouncing ball on the first beat.</p> <p>‘Rhythm Tag’</p>	<p>Baton.</p> <p>CD Royal Liverpool Philharmonic Schools’ Concert and other recorded music.</p> <p>Charanga/Inspira- (Hairspray wk 4), 1960’s, Blame it On the Boogie 1970’s, Mamma Mia etc.</p> <p>Tutor plays eg. Irish jigs</p>
<p>Identify different instruments</p>	<p>Listening and playing ‘air’ violin/trumpet/drum etc in response to the music.</p>	<p>Pictures/sounds of the sections of the orchestra and individual instruments.</p> <p>Radesky March (Strauss) Wk 5 Inspira.</p>
<p>Understand timbre</p>	<p>Listen to different instruments.</p> <p>How are they played – bowed, blown, hit etc.</p> <p>Listen to different versions of vocal tracks/songs – original/covers.</p>	<p>Charanga toolkit and drag and drop matching sounds to pictures quiz.</p> <p>RLPO dvd.</p>
<p>Understand texture</p>	<p>Work with chords/playing different parts.</p> <p>Harry Potter in a round.</p> <p>Hot Cross Buns/Chocolate Treats in 2 parts.</p> <p>‘Blame it on the Boogie’ eg more voices on ‘sunshine’...’moonlight’.</p>	<p>Instrumental/vocal tracks.</p> <p>Charanga toolkit</p>
<p>Reinforce technique – bowing</p>	<p>Straight bows/String crossing. Racing Cars, Tony Chestnut, Oh When the Saints open string accompaniments- vary bowing (all</p>	<p>Powerpoint/</p>

	downs with lifts/all ups/different rhythms). Jackaroo -'Bouncy' bows. Trick Treat or Tango-Syncopation.	Words to songs. Backing tracks
Develop more complex rhythms patterns	Syncopation	Trick Treat or Tango

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Half Term 4

By the end of this ½ term the children will be able to:	Activity	Resources
Develop an increased range of notes (Pitch) and learn the sounds of all 4 open strings.	Learn open string tunes with 3 or 4 notes with more string crossing, varied bowing. Use of hand signs to identify understanding of pitch. Sing warm-up songs (scales).	1,121,12321 game. Doh, doh ray doh, doh ray me etc Elevator Song Repertoire – 1-8, 'Violin Star', 'Witches Brew', 'Broadway or Bust' String Time Ensemble
Reinforce and develop understanding of rhythmic notation	Recognise patterns and repetition. Compose own rhythmic pieces to perform to the class.	Charanga – graphic/rhythmic grid. Conversion from 'blob' form to standard notation.
Introduce left hand	Instrument drum. Left hand pizz to develop shape and strength in LH.	Klezmer warm-up. Play familiar open string pieces with different fingers of the LH.
Develop composition /improvisation	Compose own rhythmic pieces to perform to the class.	Choose starting point such as a piece of art or a story.

Develop confident singing	Learn the 'song' for the concert. Understand introduction /chorus/verse/bridge/accompaniment	Vocal warm-ups. Sing and be able to perform at the concert the chosen song
Introduce pitch notation using one line stave.	Show how by moving an object up or down, the sound follows.	Pitch Penguin Rope and 'note'
Attend the RLPO schools' concert	Pupils will know how to behave at the concert and listen with understanding and respect for the performers.	Join in where in where appropriate.

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Half Term 5

By the end of this ½ term the children will be able to:	Activity	Resources
Increase the number of notes played on their instrument	Introduce the left hand first finger on the open G,D and A.	Ambulance sounds DEDE Broadway or Bust Jackaroo Jump
Develop aural skills and have an increased awareness of intonation (tuning)	Placing the first finger in the correct place on the string with rounded fingers	Video/pictures/demonstration Coloured dots
Refine posture of the left hand position	Work in pairs to help each other	Rainbow fingers/straight wrist Liking to looking in a mirror

Extend notation reading	One or two line stave extending to 5 lines	Rope and laminated crotchet. Sibelius/Charanga shows notation aswell as note names Vamoosh pdf 'Boogie Band'
Name the new notes	Songs	Bumble bee Bumble bee 1 st finger on A is B. Elephant E A - B D - E
Develop bowing techniques and new rhythms	'Bites' (linked bows), Long caterpillars, syncopation. Bow distribution – link to numeracy (fractions)	Variations – 'Oh When the Saints'

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Half Term 6

By the end of this ½ term the children will be able to:	Activity	Resources
Understand tempo and increase the speed at which pieces can be played	Bounce/clap a ball on the first beat of the bar	Use recordings of different pieces which change tempo eg 'Can Can'
Develop their memory skills	Copy Cat Pass the rhythm	Extending length of phrase to be remembered and copied
Have an understanding that music can be in 2, 3, 4, 5 beats in a bar	Movement on the first beat of the bar.	Waltzes for 3 beats in a bar. 'Take 5' and, 'Mars' from The Planets for 5.

	3579 game	More Money by Pink Floyd for 7.
Develop confidence in singing	Sing rounds in 4 parts One group sings whilst other group plays	Harry Potter Tony Chestnut (one group sings tune whilst other plays open string part) Elevator Song (jumping floors!), Red Lorry/Yellow Lorry
Perform –with increasing confidence and self control	Rehearsal and perform to an audience	Children decide and choose what to play – taking ownership of their learning and a responsibility to be part of the team