

## Year 4, Unit 2 Overview

### Exploring Feelings When You Play

This unit of work is clearly sequenced with supporting **Lesson Plans**. For every year group, a **Key Learning** document represents the expected standard of musical learning that will build through each unit across the year. For a more in-depth explanation of the resources and documentation, please see the **Model Music Curriculum Scheme Guide** on the Scheme homepage.

Each unit has a **Musical Spotlight** and a **Social Question** (explained below) and sets out sequences of learning around songs in key musical areas. Over time, all of this contributes towards the steadily increasing development of musical learning. The music, **Musical Spotlights** and **Social Themes** all grow together to support the development of a whole, happy and musical child.

### What is a Musical Spotlight?

Each unit of work has a **Musical Spotlight**. Just like the **Social Questions**, the **Musical Spotlights** deepen as the children move through the Scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each **Musical Spotlight** highlights a musical activity and/or musical element to be discussed, learnt about and integrated into each lesson of the unit. This can be done through the unit songs. Use the **Musical Spotlights** flexibly within each lesson. Tell your audience about them when introducing your performance.

***Extension Activities for Composition Years 3-6** and the **Song Writing in Years 5 and 6** documents support the teaching and learning of the Musical Spotlights.*

### Unit Musical Spotlight: Exploring Feelings When You Play

**Explain the following to the children:**

Sometimes, the music we hear highlights the words we are singing! There might be a special effect in the music on a particular song lyric to make that word stand out. In this unit, you will explore how special effects in music can make the words we sing more meaningful. The sounds that we hear in music can also help to communicate specific moods.

### What is a Social Question?

Each unit is centred around a **Social Question**, where children are encouraged to think deeply about the world, their communities and their relationships with others.

### Unit Social Question: How Does Music Connect Us with Our Past?

In this unit, we ask, '**How Does Music Connect Us with Our Past?**'. The **Social Question** evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. Please refer to this question as you move through each lesson within the unit. The songs in each

unit have been carefully chosen to support the **Social Question**. Include the social element of the unit in your end-of-unit/year performances.

**Examples of cross-curricular related topics:**

- History
- Entertainment
- Storytelling
- Folklore
- Current events

## **Unit Activities and Supporting Documentation**

**Each unit is made up of the following activities:**

Baseline Quiz (Unit 1 in each year only)

**Activity 1:** Musicianship Options:

- 1a. Understanding Music
- 1b. Improvise Together

**Activity 2:** Listen and Respond

**Activity 3:** Learn to Sing the Song

**Activity 4:** Play your Instruments with the Song

**Activity 5:** Composing and Improvising

(**KS2** composition options include; Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad and Quickbeats)

**Activity 6:** Perform the Song

End of Unit/Year Quiz

## **Flexibility in the Unit Structure**

The supporting documentation for this unit can be used flexibly. In order to support your approach to teaching and learning as well as the needs of your students, we have created a **Flexible Lesson Plan** and a **Flexible Unit Summary** grid which can be found on the unit homepage. These are editable and can be used at any stage throughout the year.

## A Summary of Activities in this Unit

| Step     | Activity 1:<br>Musicianship<br>Options                                                 | Activity 2:<br>Listen and<br>Respond                                         | Activity 3:<br>Singing                                            | Activity 4:<br>Playing                                               | Activity 5:<br>Improvising and<br>Composing                                                                                                        | Activity 6:<br>Performing                                                               |
|----------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>1</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | Looking In The<br>Mirror by Joanna<br>Mangona and Chris<br>Taylor            | Looking In The<br>Mirror by Joanna<br>Mangona and Chris<br>Taylor | Play instrumental<br>parts                                           | N/A                                                                                                                                                | Perform and share<br>what has taken place<br>in the lesson                              |
| <b>2</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | It's All About Love<br>by Joanna Mangona<br>and Chris Taylor                 | Looking In The<br>Mirror by Joanna<br>Mangona and Chris<br>Taylor | N/A                                                                  | Improvise with the<br>Song                                                                                                                         | Perform and share<br>what has taken place<br>in the lesson                              |
| <b>3</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | Take Time In Life<br>arranged by Chris<br>Taylor                             | Take Time In Life<br>arranged by Chris<br>Taylor                  | Play instrumental<br>parts                                           | N/A                                                                                                                                                | Perform and share<br>what has taken place<br>in the lesson                              |
| <b>4</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | Perdido by Juan<br>Tizol, Ervin M.<br>Drake, Harry Lenk<br>and Harro Steffen | Take Time In Life<br>arranged by Chris<br>Taylor                  | N/A                                                                  | <b>Option 1</b><br>Compose with the<br>Song<br><b>Option 2</b><br>Compose with a<br>Theme:<br>Contemporary RnB<br><b>Option 3</b><br>Music Notepad | Perform and share<br>what has taken place<br>in the lesson                              |
| <b>5</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | Scarborough Fair<br>arranged by Rick<br>Coates                               | Scarborough Fair<br>arranged by Rick<br>Coates                    | N/A                                                                  | N/A                                                                                                                                                | Perform and share<br>what has taken place<br>in the lesson                              |
| <b>6</b> | <b>Option 1</b><br>Understanding<br>Music<br><br><b>Option 2</b><br>Improvise Together | It's All About Love<br>by Joanna Mangona<br>and Chris Taylor                 | Revisit a song of<br>your choice from<br>this unit                | Play instrumental<br>parts with your<br>chosen song, if<br>available | Option to revisit<br>Improvise and<br>Compose activities                                                                                           | Perform and share<br>what has taken place<br>in the lesson and<br>prepare for a concert |