

## Year 4, Unit 6 Overview

The Show Must Go on!

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: The Show Must Go on!

**Explain the following to the children:**

Create and present a performance!

Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections.

Remember, use the simple band parts if you want to.

### 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 the Environment?

In this unit, we ask, '**How Does Music Connect Us with the Environment?**'. 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:**

- Environmental protection
- Sustainability
- Habitats and ecosystems
- Our solar system
- The future of our planet

## 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 | You Can See It<br>Through by Joanna<br>Mangona and Chris<br>Taylor                           | You Can See It<br>Through 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 | A Ceremony Of<br>Carols by Benjamin<br>Britten   | You Can See It<br>Through by Joanna<br>Mangona and Chris<br>Taylor                           | N/A  | Compose 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 | The Octopus Slide<br>by Joanna Mangona<br>and Brendan Reilly,<br>arranged by Chris<br>Taylor | The Octopus Slide<br>by Joanna Mangona<br>and Brendan Reilly,<br>arranged by Chris<br>Taylor | N/A  | 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 | The Octopus Slide<br>by Joanna Mangona<br>and Brendan Reilly,<br>arranged by Chris<br>Taylor | The Octopus Slide<br>by Joanna Mangona<br>and Brendan Reilly,<br>arranged by Chris<br>Taylor | N/A  | N/A   | 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 | Connect by Joanna<br>Mangona and Chris<br>Taylor   | Connect by Joanna<br>Mangona and Chris<br>Taylor   | 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 | A Ceremony Of<br>Carols by Benjamin<br>Britten   | 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>Compose activities     | Perform and share<br>what has taken place<br>in the lesson and<br>prepare for a concert |