

Long Term Planning

Music Year 4 - FAME Plan - Cornets

WEEK 1	Single clap together x 4 (Focus on watching, listening, co-ordination, working as a team) LO to continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Hello Song - Sing hello to different people e.g. staff, friend, another class etc. This is a nice easy song to gain confidence and fun Sing Long Long Ago to neutral syllable- work on macro beat (main beat) and micro beat (duple time), resting tone (home note) they listen and sing. Introduce the cornet - I play a melody. Ask pupils how I produced the sound etc Parts of the cornet, holding the cornet, embouchure, buzz mouthpiece, make a sound (open valves). Children make a sound.
WEEK 2	Single clap together x 4 (Don't synchronise clap with me I get a point. Synchronise they get the point. Hello Song LO to sing songs in different time signatures (2, 3 and 4) begin to sing repertoire with small and large leaps. Sing Long Long Ago - macro/micro beat duple time, resting tone (I stop in parts of phrase and I sing the resting tone. Then they sing resting tone) Review parts of the cornet, holding, embouchure, buzz mouthpiece, use of the tongue for articulation, focus on pitching note C Charanga piece Hey You - play C and Rap song (crotchet) to accompaniment
WEEK 3	Single clap x 4 Hello song - Move to macro and micro beats Long Long Ago - Change tempo ask pupils to work out macro and micro beats. Introduce phrases of song (shape them as rainbows). Children join in making the rainbow phrases. Sing resting tone LO to follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Children copy rhythm patterns same length as long long ago phrases (Call and Response) using just macro and micro beats (main beat and subdivision) Rest and playing positions for cornets. Mouthpiece buzzing warm up. They copy rhythm patterns on mouthpiece. Whilst buzzing make sure the air is continuous and rhythm patterns made by the tongue only. Note C - focus on embouchure shape, continuous air and correct use of tongue. Call and response on note C. Charanga 'Seven Cs' piece Watch short video of Brass Band - Discuss instruments

Explore

Dream

Discover

Achieve

WEEK 4	Single clap x 4 LO to introduce major and minor chords. Hello and Long Long Ago - Sing melody major and minor children differentiate and how it makes them feel. Macro and micro beats, resting tone, rainbow phrases. Rhythm patterns (voice and cornet) Usual warm up, posture etc. Pieces - Strictly C and Seven Cs (introduces crotchet, minim and equivalent rests) all taught by ear. Ask individuals/small groups to play. No notation although the notation is seen by the children
WEEK 5	As above. Sing Frere Jaques (macro and micro beats) Rainbow Phrases, resting tone, sing major and minor tonality. They decide major or minor by appropriate hand gestures (major - hands out palms open/minor - hands out fist shape with hand) Get them to sing bass part. Introduce Drone. I sing drone whilst they sing melody and vice versa. This may take a few weeks for the children to accomplish and gain confidence. Rhythm patterns Call and Response based on rainbow phrases of Frere Jaques. Children compose their own rainbow phrase using 'ba' syllable - introduce question and answer LO to develop facility in the basic skills of a selected musical instrument over a sustained learning period. Cornet warm up, posture etc Pieces Seven Cs, Strictly C and Hey You (rapping and note C). Opportunities for solo and small group performances should any child wish to do so.
WEEK 6	As above. Rhythm quiz (charanga). Match pattern to countries of the world and food. Drone to Frere Jaques (voice) then add a rhythm pattern to the drone to make an ostinato pattern. New cornet melody No Problem. Listen to melody. Find the macro and micro beats. LO to introduce and understand the differences between minims, crotchets, paired quavers and rests. Quavers are now introduced (no labelling) along with crotchets and minims. Play note D on the cornet. Discuss difference in pitch (higher and lower) Sing melody to No Problem. As they sing show pitch differences by hand gestures. Long note D. Work on melody
WEEK 7	As above - New melody Twinkle twinkle sung to neutral syllable 'doo'. Macro Micro, rainbow phrase, resting tone, minor and major tonality. Ask them to listen out for a rhythm pattern within the song. I demonstrate then they gesture when they hear it as I sing. I change a rainbow phrases rhythm pattern - they spot change (beginning, middle, end) Cornet - Warm up etc Rhythm patterns on note C and D based on minims, quavers, crotchets. Call and Response and Question and Answer. Same pieces. Ask children to volunteer to play solo. Also play in small groups as well as a whole class. LO to appreciate and understand a wide range of recorded music drawn from different traditions and from great composers and musicians. Listen to William Tell Overture - orchestra. How it makes them feel. Find the macro beat and listen out for the resting tone (final note of piece)

Explore

Dream

Discover

Achieve

WEEK 8	As above. Twinkle Twinkle - change rhythm patterns to create a 'variation'. Children notice where the change occurred. After rainbow phrases have been established ask whole class to sing Twinkle Twinkle but create their own rhythmic variation (change one rainbow phrase). Listen to their variation LO to appreciate and understand a wide range of recorded music drawn from different traditions and from great composers and musicians. Listen to Mozart variations based on Twinkle Twinkle on YouTube Cornet - warm up. Melody 'D C Blues'. Discuss style of Blues and lyrics that go with the piece Listen to a blues piece on YouTube
WEEK 9	As above. Listen to me sing song I made up to neutral syllable 'doo' in duple time based on tonic dominant pattern. Use Ukulele (chords of C and G) to show the change. Sing the bass notes C and G to accompany the melody. Melody is major and in duple meter. Use Ukulele to help children sing bass line to melody Warm up cornet Using a rainbow phrase rhythm pattern children think of a short piece using C and D. Play previous melodies and introduce 'Good Deed Bad Deed' Listen to melody played by teacher. Find macro micro beats, rainbow phrases and rhythm patterns of melody. LO to continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing the melody before playing.
WEEK 10	As above. LO to follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Rhythm patterns now given tonal solfege (du dude duu duuuu). Based on tonic dominant major tonality copy teacher singing tonal patterns based on tonic chord (C E G) No mention of theory. All learnt by ear. Warm up cornet Pieces as before. Introduce note E. Explain the need to blow faster air and firm embouchure to help the higher note. Emphasise the need to practise at home to strengthen embouchure. Play 'secret code' game - teacher plays 3 notes, children decide order (C, D E). Introduce E D Blues. Emphasise moving from E to D back and forth requires 1st valve to stay de-pressed
WEEK 11	As above. LO to Sing rounds and partner songs in different time signatures (2, 3 and 4) begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmony. Sing a song in triple meter (3 beats per bar) and compare with duple meter. Go back to Twinkle Twinkle and sing in duple and triple meter and notice the difference. Duple rhythm patterns du

Explore

Dream

Discover

Achieve

	dude. and triple rhythm patterns du da de. Sing Long Long Ago from week 1 in duple and triple meter. Children decide whether which meter. Listen to a Waltz by Shostakovich from his Ballet Suite in triple meter played by an orchestra. LO to play and perform melodies following staff notation using a small range as a whole-class or in small groups. Charanga pieces - All above. New piece 'Get Set' which focuses on E and counting 4 beats rest. Sing tonal patterns moving from tonic to dominant
WEEK 12	As above. Charanga rhythm grid with backing track. Set macro beat to a set tempo and move using body thinking in groups of 4. Move from 16 to 8 to 4 to 1 macro beat. Idea is to keep in time to the macro tempo. Begin to introduce notation for du dude duu duuuu duuu ie crotchet, quavers, minims, semibreve and dotted minim. Recognise patterns notated on rhythm grid and play them on the cornet. LO to develop facility in the basic skills of a selected musical instrument over a sustained learning period. New piece - Charanaga 'Good Better Best' singing and playing cornet
WEEK 13	As week 12. Sing Row Row Row Your Boat to neutral syllable (triple meter). Rhythm patterns in triple meter. Find macro and micro beat to song in triple meter. Notation patterns on rhythm grid. Children recognise a rhythm pattern on grid I played on the cornet. LO to capture and record creative ideas using rhythm notation. Children have opportunities to compose a rhythm on the grid for everyone to perform. Charanga new piece 'Summer on the Islands' - listen to me sing and play the melody. They find macro beat, sing and play piece.
WEEK 14	As week 13. Sing Joshua Fought the Battle of Jericho. Children find the macro micro beats, resting tone, rainbow phrases. LO to sing rounds and partner songs in different time signatures (2, 3 and 4) begin to sing repertoire with small and large leaps as well as a simple second part to introduce harmony. Bass notes (tonic and dominant). Learn song and tonic dominant bass part. Split class into 2 sections (song and bass part) and swap. Tonal patterns - introduce tonal solfege do me so. I sing tonal patterns they copy me but move from tonic to dominant e.g. do me so (tonic) fa ra te (dominant). Warm up cornet. Play Charanga melodies. I play Joshua piece on cornet and teach children to play notes from tonic and dominant chord to accompany melody e.g. do and ti (C and low B) and Do Ra (C and D) to create a two part piece.
WEEK 15	LO to copy short melodic phrases including those using the pentatonic scale. LO to read and perform pitch notation within a defined range. As week 14. Introduce Charanga song 'Take a Look'. Listen to piece. I sing and play piece. Look at rhythms of song. Children learn the piece.
WEEK 16 - 17	LO to copy short melodic phrases including those using the pentatonic scale. LO to read and perform pitch notation within a defined range. Prepare for concert performance in front of parents focusing on dynamics, starting and ending together and involving the children in discussing what went well and how to improve performance.

Explore

Dream

Discover

Achieve

Explore

Dream

Discover

Achieve