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| **Year Plan: Fourth Class (SEPTEMBER – DECEMBER)**  |
| **PERFORMING**  | **LISTENING AND RESPONDING**  | **COMPOSING**  | **MUSICAL CONCEPTS**  |
| Song Singing  | Playing Instruments Early Literacy  | Exploring Sounds  | Listening and Responding to Music  | Improvising and Creating Talking About Compositions  |
| **Unit 1: SEPTEMBER** ***Theme: Film music*** * *A Million Dreams*
* *Colors of the Wind*

   | * Sing a phrase from *Colors of the Wind* in solfa notation and staff notation
* Sing the phrase using hand signs
* Become familiar with a variety of percussion instruments
 |   |    *The Imperial March (Star Wars)*  * Develop an understanding of structure
* Invent a choreography for the music
 | * Compose a melody using simplified staff notation
* Compose and perform music to accompany *The Snow Queen*
* Create a graphic score of the composition
 | * Pitch
* Pulse
* Timbre
* Duration
* Structure
* Style
* Texture
 |
| **Unit 2: OCTOBER** ***Theme: The Monster Mash*** * *Monster Mash*
* *Halloween, Halloween*
* *Something Spooky*
 | * Invent four-beat rhythms
* Compose and notate a simple rhyme to a given rhythm
* Develop musical literacy skills
 |   | *Danse Macabre** Listen and respond imaginatively to excerpts from *Danse Macabre* by Camille Saint-Saëns
* Invent dance movements that match the music of the first excerpt
 | * Create an original composition inspired by a picture of Halloween
* Perform, record, discuss and evaluate the compositions

  | * Pitch
* Duration
* Timbre
* Structure
* Texture
* Dynamics

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| **Unit 3: NOVEMBER** ***Theme: The Sea*** * *Óró mo Bháidín*
* *The Skye Boat Song*
* *The Rio Grande*

  | * Perform *The Skye Boat Song* with simple percussion accompaniment
* Identify and produce *d*, *r*, *m*, *s* and *l* with hand signs and simplified staff notation
 | * Listen and identify a range of water sounds
* Match these sounds with illustrations in the activity book
* Describe and recreate these sounds

  | *Dawn* from *Four Sea Interludes*  *Scheherazade*  *Main theme* from *The Little Mermaid* * Listen and respond imaginatively to three short musical excerpts that describe the sea
 | * Explore a range of sounds that can be made using paper
* Create a short composition using only these paper sounds
* Develop a sense of dynamics and texture
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Dynamics
* Pulse
* Texture
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| **Unit 4: DECEMBER** ***Theme: Winter Wonderland*** * *Go Tell it on the Mountain*
* *Winter Song*
* *Amhrán Gheimhridh*
 | * Say and clap rhythms in one and two parts
* Compose rhythm patterns
* Add an ostinato to *Go Tell it on the Mountain*
 | * Listen and identify a range of winter sounds
* Match these sounds with illustrations in the activity book
* Describe and recreate these sounds
 | *Sleigh Ride* *Whiteout* from *Frozen* *The Skaters’ Waltz* * Listen and respond imaginatively to three short musical excerpts that describe winter
* Match the three excerpts with illustrations, giving reasons for each choice
 | * Create and perform an original piece of music using winter wonderland as a theme
* Select from a range of classroom percussion instruments
* Develop a sense of structure by ordering the different sections of the composition
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Dynamics
* Pulse
* Texture
* Duration
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| **Year Plan: Fourth Class (JANUARY – MARCH)**  |
| **PERFORMING**  | **LISTENING AND RESPONDING**  | **COMPOSING**  | **MUSICAL CONCEPTS**  |
| Song Singing  | Playing Instruments Early Literacy  | Exploring Sounds  | Listening and Responding to Music  | Improvising and Creating Talking About Compositions  |
| **Unit 5: JANUARY** ***Theme: What a Wonderful World*** * *Edelweiss*
* *What a Wonderful World*
* *Rocky Mountain*

   | * *A*dd an ostinato on chime bars to the first part of *Edelweiss*
* Develop the children’s ability to read standard notation using *Rocky Mountain*
* Recognise short melodic phrases from *Rocky Mountain*
 | * Listen to and identify a range of nature sounds
* Match these sounds with illustrations in the activity book
* Describe and recreate these sounds
 | * Listen and respond imaginatively to three musical excerpts from Beethoven’s *Symphony No. 6 (The Pastoral)*
* Develop a sense of musical style by comparing and contrasting the three pieces

  | * Create an original composition inspired by the world of nature
* Select from a range of classroom percussion instruments
* Develop a sense of structure by ordering the different sections of the composition
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration
 |
| **Unit 6: FEBRUARY** ***Theme: Music from Around the World*** * *Thula Baba*
* *Minka*
* *Water Come a Me Eye*
 | * Add a percussion ostinato to *Water Come a Me Eye*
* Write short compositions based on syllabic rhythm patterns heard in *Konnakol Ensemble* using syllabic notation

  |   | * Compare and contrast musical elements in two different recordings of *Thula Baba*
* Add appropriate movements to both recordings
* Listenand describe musical elements in *Konnakol Ensemble*
* Develop a sense of musical style by exploring the traditional music of South Africa and southern India
 | * In pairs, create short compositions based on syllabic rhythm patterns heard in *Konnakol Ensemble*
* Write these compositions using syllabic notation
* Perform these compositions
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration
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| **Unit 7: MARCH** ***Theme: Ireland*** * *Codail a Stóirín go Sámh*
* *Gaineamh Bán*
* *Trasna na dTonnta*
 | * Add an ostinato part on chime bars to *Codail a Stóirín go Sámh*
* Add a tuned percussion part to the chorus of *Trasna na dTonnta*
* Develop musical literacy using two games: ‘rhythm bingo’ and ‘switch’

  | * Recognise a range of traditional music instruments
 | * Respond to a range of musical features in *The Salamanca, The Banshee* and *The Sailor’s Bonnet* played by the Bothy Band
* Develop a sense of musical style by exploring Irish traditional music
* Identify the standard instruments of Irish traditional music
* Develop a sense of structure as employed in Irish traditional dance music
* Develop an awareness of texture (layers of the music)
* Respond to a range of musical elements in *The Glen Road to Carrick* and *The Parting of Friends*
 |   | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration
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| **Year Plan: Fourth Class (APRIL – JUNE)**  |
| **PERFORMING**  | **LISTENING AND RESPONDING**  | **COMPOSING**  |  **MUSICAL CONCEPTS**   |
| Song Singing  | Playing Instruments Early Literacy  | Exploring Sounds  | Listening and Responding to Music  | Improvising and Creating Talking About Compositions  |
| **Unit 8: APRIL** ***Theme: Morning, Noon and Night*** * *Morning Has Broken*
* *Daniel Prayed*
* *Oh, How Lovely Is the Evening*
 | * Add a percussion part to *Morning Has Broken*
* Add a simple ostinato to *Oh How Lovely Is the Evening*
* Sing short melodic phrases from the recording
* Explore different positions on the stave for the note *d*
* Convert solfa notes to staff notation
* Compose a short melody using solfa and staff notation
 | * Listen to and identify a range of sounds from morning, noon and night
* Match these sounds with illustrations in the activity book
* Describe and recreate these sounds
 | *Morning Mood* from *‘Peer Gynt’* *Main theme* from *The Good, the Bad And the Ugly* *Moonlight Serenade* from *Pirates of the Caribbean: The Curse of the Black Pearl* * Listen and respond imaginatively to three short musical excerpts that describe different times of the day
* Match the three excerpts with illustrations, giving reasons for each choice
 | * Create and perform an original composition inspired by daily sounds
* Perform, record and appraise the composition
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration

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| **Unit 9: MAY** ***Theme: Birds of the Air*** * *My Singing Bird*
* *Blackbird*
* *Three Little Birds*

    | * Introduce low *s* and low *l*
* Establish the positions of low *s* and low *l* on a five-line stave
* Read and sing phrases from *My Singing Bird* on a five-line stave including low *s* and low *l*

  | * Listen and identify a range of birdsongs
* Match these sounds with illustrations in the activity book
* Create a graphic score of each birdsong
 | *Ballet of the Unhatched Chicks* from *Pictures at an Exhibition* *The Lark Ascending* (excerpt) * Compare and contrast musical elements in two pieces
* Respond imaginatively to the music through movement
 |   | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration
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| **Unit 10: JUNE** ***Theme: Sounds of Summer*** * *Thugamar Féin an Samhradh Linn*
* *Summer Holiday*

  | * Establish the positions of low *s,* and low *l,* on a five-line stave
* Read and sing a phrase from a five-line stave including low *s,* and low *l,*
 | * Listen to and identify a range of sounds associated with summer
* Match these sounds with illustrations in the activity book
* Describe and recreate these sounds
 | * Compare and contrast musical elements in three sections of *Spring* and *Summer* from *The Four Seasons*
* Predict the type of music suitable for three excerpts
* Compare Vivaldi’s music with their predictions
* Develop a sense of musical style (Baroque concerto)
 | * Create a composition based on a journey in summer
* Perform the compositions in groups
* Illustrate the composition and draw a graphic score
 | * Pitch
* Tempo
* Structure
* Timbre
* Style
* Rhythm
* Dynamics
* Texture
* Duration
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