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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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |