

Unit:

Building

Grade/Level:

Year 4/ Music/Musical focus: Beat/ Cross-curricular link: PSHE

Expectations from the National Curriculum of England:

Children will learn about verse and chorus song structure combining four body percussion ostinati as a song accompaniment. Learners will learn about texture layered structure in a rhythmic ostinato piece. Children will create rhythmic ostinato and accompany a melody using them.

Prior learning and activities:

Students' prior learning includes knowledge about steady beat and rhythmic patterns that children can read and perform as a class band.

Learning and activities included in this unit are:

1. Learn to sing a song in verse/chorus structure and sing in unison with backing audio.
2. Learn four body percussion ostinati; layer body percussion ostinati in four groups as an accompaniment to the chorus; create body percussion ostinati, notate and perform them as an accompaniment.
3. Listen to a song and discuss the lyrics; describe the song's structure
4. Listen to a layered rhythmic ostinato piece to understand its texture; create body percussion ostinati in five groups, using simple rhythm notation; combine five rhythmic ostinati.
5. Use percussion instruments to play rhythmic ostinati in five groups; layer percussion ostinati in five groups; record, listen and evaluate to refine the performance.

ATL:**Thinking skills:**

Critical-thinking skills (analysing and evaluating issues and ideas).

Creative-thinking skills (generating novel ideas and considering new perspectives).

Social skills:

Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers).

ATL Learning Goals and Success Criteria:

The significant number of activities in this unit requires a focus on developing social skills in students.

Students are expected to be in charge of their performance, use self-control and peer support while singing alone and together, perform body percussion in groups, and coordinate personal and whole class efforts.

Children are expected to apply their thinking skills by analysing and reflecting on their performance and success or setbacks have done by the other members of their group to improve the performance quality. Learners need to use their creative thinking, accommodating prior knowledge composing body percussion ostinato patterns and transforming them into rhythmic patterns to be presented via musical instruments.

As a result, students should be able to take responsibility for their performance work and coordinate performance within the group analysing and reflecting on their own and peers' results working together on improvements.

Children should be able to perform various creative activities such as reading, composing and transforming body ostinati into their notated version.

There is a vast number of activities that can help to develop social skills within this unit. Such activities include singing and playing as a whole class and in small groups. After each group activity, students will be asked to evaluate each group providing friendly feedback focused on improvement. Children will be given multiple opportunities to work in small groups to achieve smooth, clear and organised performance. Such activities require concentration and control of your own and peer performance.

Creative and Critical thinking skills are developed through activities focused on analysing and reading ostinati and rhythmic patterns. Children have prior knowledge about focusing on individual details of the rhythm, such as notes and their syllables/number of beats, tempo, meter, that will allow them to pre-hear the pattern before performing it. Performing using your inside voice is a great tool to develop creativity, imagination and critical thinking. Composing is a great way to develop creative skills; at the same time, composing with clear expectations combines critical and creative thinking. Learners will be transferring their body percussion ostinati (rhythmic body movements) into actual musical rhythms. Such an activity helps develop creativity, rational thinking, planning and making their own decisions.

Assessment activity for this unit combines individual and group work and includes home practice.

Each student will create their body percussion ostinati pattern with a specified meter and tempo.

In small groups, they will need to prepare a synchronised performance of their body percussion ostinati linking it with music.

And finally, children will transform their body percussion ostinati into a rhythmic musical pattern.

The results of this assessment will be evaluated as peer assessment.

Example of an assessment Rubric:

Task/Criteria	4	3	2	1	Recommendations for improvement
Composition of body percussion ostinati	Sustained tempo and meter. Ostinati involves interesting movements and performed with confidence and clarity.	Sustained tempo and meter. Ostinati performed with clarity and ease.	Mistake either with meter or tempo. Ostinati performed without confidence.	Misses key points of tempo and meter. Ostinati is not finished and require further work.	
Performance of body percussion ostinati in a group	Well synchronised with their group. Confident and collaborative. Demonstrates ability to follow the melody and general beat of the group.	Well synchronised with their group, confident and collaborative. Loses connection with the melody.	Student demonstrates absence of confidence performing their ostinati relaying on support from the group and melody.	Struggling to perform ostinati, attempting to copy from his group members. Feeling lost and confused linking ostinati with music.	
Body percussion ostinati transformation into musical rhythm	Transported rhythm represents body percussion clearly maintaining initial meter and tempo.	Transported rhythm represents body percussion with slight tempo inconsistency (rhythm is the same however	Transported rhythm represents body percussion with some mistakes in meter and tempo.	Transported rhythm doesn't represent initial ostinati.	

		note values are different).			
Points					