



# Dore Primary School

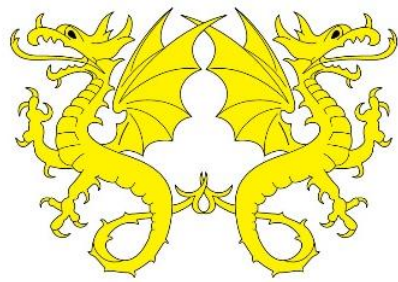
## Y4 Learning Journey 6

### Be Creative



Purpose of Learning Journey (Endpoints):	<b>Science:</b> <b>Working scientifically</b> <ul style="list-style-type: none"> <li>□ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>□ setting up simple practical enquiries, comparative and fair tests</li> <li>□ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>□ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>□ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>□ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>□ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>□ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <b>Sound (Y4):</b> <ul style="list-style-type: none"> <li>□ identify how sounds are made, associating some of them with something vibrating</li> <li>□ recognise that vibrations from sounds travel through a medium to the ear</li> <li>□ find patterns between the pitch of a sound and features of the object that produced it</li> <li>□ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>□ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <b>Art:</b> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>□ about great artists, architects and designers in history.</li> </ul> <b>Music:</b> <ul style="list-style-type: none"> <li>□ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>□ listen with attention to detail and recall sounds with increasing aural memory</li> <li>□ <i>(begin to)</i> use and understand staff and other musical notations</li> <li>□ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>□ develop an understanding of the history of music.</li> </ul>			
	Links to Prior Knowledge:	Science – states of matter, Art – development of skills		
	Links for Relevance and Currency:	Art – study of trees – links to natural world and environment		
	Immersion Event / Activity:			
	Celebration of Learning:	Performance of Lean on Me and Ukulele songs		
	English Links:	Poetry links – The Lost Words, and artistic representations of their work		
Maths Links:				

Subject	Lesson	Milestone (Key Knowledge or Skill)	Knowledge and Skills embedded through:	Outcomes	Links to Curriculum Drivers			
					Values	Outdoor Learning	P4C	TASC



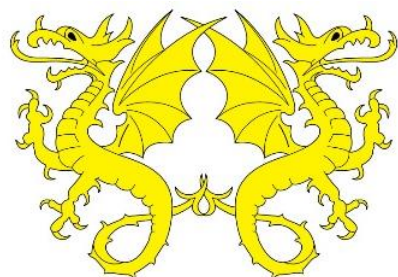
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Science (Sound)	1	<b>Work scientifically</b> To ask relevant questions Set up simple, practical enquiries and comparative and fair tests.  <b>Physics</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Identify that sounds are made with vibrations of particles. Test solids, liquids and gases to see vibrations linked to sounds Investigate vibrations carrying sound in a string telephone	String telephones which work if the string is taught to allow sound vibrations to be transmitted.	✓			
	2	<b>Work scientifically</b> Set up simple, practical enquiries and comparative and fair tests. Use straightforward, scientific evidence to answer questions or to support their findings.  <b>Physics</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Investigate the difference between amplitude and pitch and how to vary amplitude and pitch of sounds. Playing different instruments, striking, blowing or plucking to vary the amplitude. Making pan pipes to investigate changes in pitch.	Pan pipes made using straws to hear how pitch can be modified.	✓			
	3	<b>Work scientifically</b> To ask relevant questions Set up simple, practical enquiries and comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward, scientific evidence to answer questions or to support their findings.  <b>Physics</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	Testing the soundproofing properties of various materials, ie bubble wrap, paper, tin foil, sponges, cardboard, paper. Test which material is best at blocking out sound from sound source. Report results in a table.	Investigation completed and question answered to identified best sound insulating materials.				
Music (Ukelele)	1-6	<b>Perform</b> Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <b>Transcribe</b> Recognise the notes EGBDF and FACE on the musical stave. <b>Describe music</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.	Over a sequence of lessons:  Learning to handle and tune ukuleles correctly.  Learning the note each string is tuned to. Listening and appraising music played on the ukulele. Learning and practising chords. Playing different chords to accompany songs at the correct tempo and dynamics.	Perform a selection of songs using 4 chords C,F,G7 and G	✓			
Music (Singing)	1-6	<b>Perform</b> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Maintain a simple part within a group	Each lesson consists of the following Vocal warm up exercises Music appraisal Identifying and maintaining pulse Playing notes to correct beats	Perform a song, with accompaniment on the glockenspiel and ukulele. Sing with different parts Sing a song individually and as a whole class.	✓			



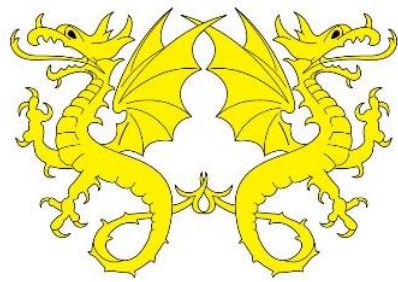
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		<p>Show control of voice Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p><b>Compose</b> Create repeated patterns with a range of instruments Create accompaniments for tunes.</p> <p><b>Describe music</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Singing Learning words</p> <p>Progression over 6 lessons More difficult rhythms to follow Own rhythms created to accompany the song, played on glockenspiels Second vocal parts introduced Ukelele accompaniment introduced Song performed in large group and individually.</p>				
Art (Trees in art)	1	<p><b>Develop ideas</b> Comment on artworks using visual language.</p>	<p>Look at and discuss different art works from different cultures and by different artists all with trees as the subjects Produce a mood board celebrating different art works and giving reasons why they like them.</p>	Mood boards			
Art (Trees in art)	2, 3	<p><b>Take inspiration from the greats</b>  Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.</p> <p><b>To master techniques</b>  Use different hardnesses of pencils to show line, tone and texture.  Create images, video and sound recordings and explain why they were created.</p>	<p>Use a range of media create art with trees as the subject.eg pen and ink, ipad art (inspired by Hockney), sketching a tree, drawing a stylised tree.</p> <p>Combine pieces of art using different materials into a presentation</p>	Mood boards celebrating and discussing artists depictions of trees.			
Art (Turner and Constable)	1	<p><b>Develop ideas</b> Comment on artworks using visual language.</p>	<p>Look at and discuss different art works from different cultures and by different artists all with trees as the subjects Produce a mood board celebrating different art works and giving reasons why they like them.</p>	A selection of different pieces of art using different media			



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			Learn about the life of Turner and Constable and describe, appraise and comment on well-known and typical works by Turner and Constable. Compare and contract works by Turner and Constable					
Art (Turner and Constable)	2,	<b>Take inspiration from the greats</b> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others.	Produce a colour palette for Turner and Constable using water colours or water colour pencils.	Colour palettes				
Art (Turner and Constable)	3	<b>To master techniques</b> Mix colours effectively.	Create a landscape using watercolour pencils, including a colourwash background, using the colour range inspired by Turner or Constable	Landscape pictures				