



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	4
SUBJECT	Music
KEY VOCABULARY	<ul style="list-style-type: none">• Pulse – the regular heartbeat of the music; its steady beat.• Rhythm – long and short sounds or patterns that happen over the pulse.• Pitch – high and low sounds.• Tempo – the speed of the music; fast or slow or in-between.• Dynamics – how loud or quiet the music is.• Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.• Texture – layers of sound. Layers of sound working together make music very interesting to listen to.• Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.• Notation – the link between sound and symbol. <p>Other key vocabulary: male, female vocals, keyboard, electronic/digital sounds, turntables, lyrics, rapping, hook, riff, improvise, compose, racism, equality, civil rights, unison, solo.</p>
END POINTS KNOWLEDGE	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none">• Some of the style indicators of that song (musical characteristics that give the song its style).• The lyrics: what the song is about.• Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) <p>. • Identify the main sections of the song (introduction, verse, chorus etc).</p> <ul style="list-style-type: none">• Name some of the instruments they heard in the song. <p>To confidently identify and move to the pulse.</p> <p>To know how to talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>Know and be able to talk about: • How pulse, rhythm and pitch work together</p>



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- Pulse: Finding the pulse – the heartbeat of the music
- Rhythm: the long and short patterns over the pulse
- Know the difference between pulse and rhythm
- Pitch: High and low sounds that create melodies
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

To know and be able to talk about: Singing in a group can be called a choir

- Leader or conductor: A person who the choir or group follow
- Songs can make you feel different things e.g. happy, energetic or sad
- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice

To sing in unison and in simple two-parts.
To know how to demonstrate a good singing posture.

- To enjoy exploring singing solo.
- To sing with awareness of being 'in tune'.
- To rejoin the song if lost.
- To listen to the group when singing.

To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone).
● Other instruments they might play or be played in a band or orchestra or by their friends.

To treat instruments carefully and with respect.

- Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.
- To listen to and follow musical instructions from a leader.
- To experience leading the playing by making sure everyone plays in the playing section of the song.

IT HELPS IF I ALREADY KNOW

I know five songs from memory and who sang or wrote them.
I know the style of 5 songs.
Choosing one song, I know
a-It's lyrics



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b-Any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch)

c-Identify the main sections of the song- intro/verse/chorus

d-Name some of the instruments heard in the song.

I know how to find and demonstrate the pulse.

I know the difference between pulse and rhythm.

I know how pulse, rhythm and pitch work together to create a song.

I know that every piece of music has a steady pulse/ steady beat.

I know the difference between a musical question and an answer.

To know and be able to talk about:

Singing in a group can be called a choir.

A leader/conductor is the person the group follow.

Songs can make you feel different emotions.

Singing in a group is fun but you must listen to each other.

To know why you must warm up your voice.



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To know and be able to talk about the instruments used in class and how to treat them with respect.

I know improvisation is about making up tunes on the spot.

I know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!

To know that improvising using 1 or 2 notes confidently is better than using 5.

To know that if you improvise using the notes you are given, you cannot make a mistake.

To know and be able to talk about:

A composition is something that is created by you and kept in some way. It's like a story and can be played again to your friends.

To know there are different ways of recording compositions (letter names, symbols, audio).

To know and be able to talk about- sharing music with other people being a performance.

A performance can be in front of just one person.

You need to know and have planned everything that will be performed.

You must sing/rap words clearly and play with confidence.

A performance can be a special occasion.



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A performance may be differently planned for each occasion.

A performance involved communicating feelings, thoughts and ideas the song/music.