



Knowledge Organiser

Year 4 - Spring term B

Music - Stop!

Vocabulary

Appraise	To evaluate, compare and contrast
Rap	Spoken-word pop songs that grew in popularity with the rise of hip-hop in the 1980s
Pulse	The constant beat of a piece of music
Hook	A lyric or melody fragment that stands out and is easy to remember and sing along to
Improvisation	Playing or singing music that hasn't been planned or written down - it is composed as it is played
Drum loop	Repeated electronic drum sample
Sample	A short recording of a piece of music that is used in a new way
Composer	The person who creates and writes a piece of music
Up-tempo	A lively, faster piece or section of music
Influence	How one piece of art can inspire another creator
Funk	A style of music that originated in African American communities in the 1960s when musicians created a rhythmic, danceable new form of music through a mixture of soul, jazz, and rhythm and blues
Tango	A style of dance music that originated in European immigrants to S America.
Jazz	An improvised style of music that originated in the African-American communities of New Orleans in the late 19th and early 20th centuries.
March	A piece of music with a strong regular rhythm which in origin was expressly written for marching to and most frequently performed by a military band

Some listen and appraise questions

Listen and Appraise



Think about these questions while you listen to the music, and try and find and move to the pulse.

Related music to listen to

Listen to these pieces and appraise them. How are they similar? ...different? What can you find out about the composers and performers?

[The Radetzky March](#) - Johann Strauss, 1848

[Can't Stop the Feeling!](#) - Justin Timberlake, 2016

[Libertango](#) - Astor Piazzolla, 1977