

Subject Knowledge Organiser – Music Year 4 – Block 1 Autumn (1) 2023-24

<p>Key Music Concepts</p> <p>Performance Composition Listening Singing Instrumental</p> <p>Key Skills</p> <p>Observe: Listening carefully to find out which instruments are playing</p>	<p>What you have already learned</p> <p>Listening: describe music using some vocabulary on this sheet. Clap rhythm and beat.</p> <p>Composing: use crotchets, minims, quavers, crotchet rests and staff notation.</p> <p>Performing: Use French time names to clap rhythm before singing. Sing with control in voice and pronounce words clearly. Play confidently in a group, using your instrument accurately.</p>	<p>What you will have learned by the end of the unit</p> <p>Listening: Describe music using all the vocabulary on this sheet. Clap rhythm and beat.</p> <p>Composing: using crotchets, quavers and minims (plus rests) and staff notation, compose a rhythmic ostinato. Work in small group to write a separate part for each member of the group. Improvise rhythm to accompany a song.</p> <p>Performing: clap rhythm using French time names before singing; sing in tune, breathe well, use dynamics in singing. Perform own compositions confidently and accurately.</p>	<p>What you will have learned by the end of the key stage</p> <p>Sing and play musically with confidence, expression, fluency, control and accuracy, alone and in a group.</p> <p>Compose using all the elements of music</p> <p>Listen with attention to detail and develop good aural memory</p> <p>Use staff notation and other notations</p> <p>Appreciate and understand a wide range of music.</p>	<p>Key Vocabulary</p> <p>Tempo The speed at which a piece of music is played. We will use adagio (quite slow), allegro (quite fast), accelerando (getting faster) and rallentando (getting slower)</p> <p>Dynamics: how loud or soft a piece of music is. We will use forte (loud) and piano (quiet); also crescendo (getting louder) and diminuendo (getting quieter)</p> <p>Rhythm Rhythm is the pattern of long and short sounds as you move through the song. You could guess a song from someone clapping the rhythm.</p> <p>Beat: The beat in a piece of music stays the same, usually for most of the piece. If you are asked to 'Clap in time with the music' this means that you clap the beat steadily. You couldn't guess a song from listening to someone clapping the beat.</p>
<p>Name: Describing music using musical vocabulary and using this to give my opinion of music</p> <p>Give opinions about music using vocabulary on this sheet.</p> <p>Collect ideas from listening to tempo, dynamics, rhythm and timbre and use these in your own composition and performances.</p>	<p>My skills and knowledge I may use from other subjects</p> <p>History: place composers on a timeline; some are playing now (Coldplay, Gamelan), some in living memory (Beatles) beyond living memory (Pachelbel)</p> <p>Geography: identify countries where music comes from on a world map</p> <p>Maths: fractions – crotchet=1 beat and quaver=half a beat.</p>	<p>Diversity, Equality, SMSC and Safeguarding</p> <p>Learn some other folk songs from different cultures and say why they are important</p> <p>Find out about the importance of folk music in the Whitby area, particularly sea shanties</p> <p>Soul music often has a message of social justice and was important in the American Civil Rights movement. Find out more about this.</p> <p>Safeguarding: Always have adult present if listening to music online. Playing and listening to music are good for mental health/</p> <p>What can you remember?</p> <p>Clap a rhythm using crotchets and quavers Say the French time names for your rhythm Clap this rhythm allegro and then adagio Use instruments to play a rhythm with 2 different timbres Name three types of music you have listened to.</p>		<p>Structure: the way a piece is put together eg through-composed (Bolero) / call and response / unison / verse-chorus / singing plus accompaniment</p> <p>Texture Layers of sound: this means the different things which are happening at the same time in a piece of music. We will listen to a thin texture (Wellerman verse – singing alone) and thick textures (lots of voices or instruments)</p> <p>Ostinato A rhythm or melody repeated constantly through a piece of music. In popular music this is called a riff.</p>

Key Knowledge

Putting rhythms together

Here are three different percussion staves. The lines are arranged one above the other to create a **system**. All three lines of music are played at the same time. It is important that everyone plays exactly on the **beat**.

If these rhythms are repeated over and over again, we call it a **rhythmic ostinato**.

Dynamics



	crescendo getting louder
ff	fortissimo very loud
f	forte loud
mf	mezzo forte medium loud
mp	mezzo piano medium quiet
p	piano quiet
pp	pianissimo very quiet
	diminuendo getting quieter

Allegro		Fast	♩ = 120-168
Moderato		Moderate	♩ = 108-120
Andante		At a walking pace	♩ = 76-108
Adagio		Leisurely	♩ = 66-76

minim = 2 beats

crotchet = 1 beat

a pair of quavers = 1 beat

crotchet rest = 1 beat