

## Subject Knowledge Organiser – Music Year 4 - Summer (12) 2023 Changes from Summer (1) are in red.

<p><b>Key Music Concepts</b></p> <p>Performance Composition Listening Singing Instrumental</p> <p><b>Key Skills</b></p> <p><b>Observe:</b> Listening carefully to find out which instruments are playing</p> <p><b>Name:</b> Describing music using musical vocabulary and using this to give my opinion of music</p> <p><b>Give opinions</b> about music using vocabulary on this sheet.</p> <p><b>Collect</b> ideas from listening to tempo, dynamics, rhythm and timbre and use these in your own composition and performances.</p>	<p style="text-align: center;"><b>What you have already learned</b></p> <p><b>Listening:</b> describe music using some vocabulary on this sheet. Clap rhythm and beat.</p> <p><b>Composing:</b> use crotchets and quavers and staff notation.</p> <p><b>Performing:</b> 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 style="text-align: center;"><b>What you will have learned by the end of the unit</b></p> <p><b>Listening:</b> Describe music using all the vocabulary on this sheet. Clap rhythm and beat.</p> <p><b>Composing:</b> <b>Composing:</b> using crotchets, quavers <span style="color: red;">and minims</span> and staff notation, <span style="color: red;">compose 4 bars of melody using a pentatonic scale: notes: C, D, E, G, A</span></p> <p><b>Performing:</b> clap rhythm using French time names before singing; sing in tune, breathe well, use dynamics in singing. Play own part securely Gamelan piece.</p>	<p style="text-align: center;"><b>What you will have learned by the end of the key stage</b></p> <p><b>Sing and play</b> musically with confidence, expression, fluency, control and accuracy, alone and in a group.</p> <p><b>Compose</b> using all the elements of music</p> <p><b>Listen</b> 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 style="text-align: center;"><b>Key Vocabulary</b></p> <p><b>Tempo</b> The speed at which a piece of music is played. We will use <b>adagio</b> (quite slow), <b>allegro</b> (quite fast), <b>accelerando</b> (getting faster) and <b>rallentando</b> (getting slower)</p> <p><b>Dynamics:</b> how loud or soft a piece of music is. We will use <b>forte</b> (loud) and <b>piano</b> (quiet); also <b>crescendo</b> (getting louder and <b>diminuendo</b> (getting quieter)</p> <p><b>Rhythm</b> 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><b>Beat:</b> 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><span style="color: red;"><b>Structure:</b> in Death and the Maiden there are two different parts – we call this structure <b>binary form.</b></span></p> <p><span style="color: red;"><b>Harmony:</b> two or more notes played at the same time.</span></p> <p><span style="color: red;"><b>Chord:</b> a harmony with three or more notes played at the same time.</span></p> <p><b>Texture</b> 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 <b>melody plus accompaniment</b> (songs) and a <b>layered</b> texture (Gamelan music)</p>
	<p style="text-align: center;"><b>My skills and knowledge I may use from other subjects</b></p> <p><b>History:</b> place composers on a timeline; some are playing now (Coldplay, Gamelan), some in living memory (Beatles) beyond living memory (Pachelbel)</p> <p><b>Geography:</b> identify countries where music comes from on a world map</p> <p><b>Maths:</b> fractions – crotchet=1 beat and quaver=half a beat.</p>	<p style="text-align: center;"><b>Diversity, Equality, SMSC and Safeguarding</b></p> <p>Learn some other folk songs and say why they are important</p> <p>Find out about the importance of folk music in the Whitby area</p> <p><span style="color: red;">Listen to other ska songs chosen by your teacher with messages of equality and social justice.</span></p> <p><b>Safeguarding:</b> Always have adult present if listening to music online. Playing and listening to music are good for mental health!</p> <p style="text-align: center;"><b>What can you remember?</b></p> <p>Clap a rhythm using crotchets and quavers Say the French time names for your rhythm Clap this rhythm <b>allegro</b> and then <b>adagio</b> Use instruments to play a rhythm with 2 different <b>timbres</b> Name three <span style="color: red;">types of music you have listened to.</span></p>		



