



Music Knowledge Organiser (Year 4)

Beneath Our Feet

Key Vocabulary

pulse 	The steady beat felt throughout the music - <i>you might tap your toe in time with the music.</i>
rhythm	This follows the pattern of the words. You can clap the rhythm of the words.
Timbre	The unique sound of an instrument
Xylophone	Tuned percussion instrument traditionally made of wood
Soundscape	Sounds to represent a part of a story.
Graphic Score	A way of writing music using pictures or symbols for different sounds.
Melody	A tune for a song or the main tune in a piece of music that isn't a song.
Musical Quotation	Small snippet of music, like a motif.
Lyrics	The words that are written to go with a melody
Compose	To write a piece of music yourself.
Rehearse & perform	To practise and then perform a piece of music.

Key Knowledge

- Soundscapes are like a tapestry of sounds that come together in a given place, all kinds of sounds can be used like engine noises, human noises and noises from the environment like wind, sea, and rain.
- Many different creatures live underground, like worms, moles, rabbits and centipedes.
- People sometimes work underground. They might dig for minerals like coal or tin; they might drive an underground train.
- Fossils are the remains of creatures that lived millions of years ago. You can find them in our local area.
- Graphic Scores make it easier for everybody to be able to read and play music because it uses pictures instead of music notes.
- Composers write music to tell stories and make you think about certain places or countries.

What you have already learnt in Year 3

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression

What you will have learnt by the end of this unit.

I am learning to :-

- Listen to music more intently and to focus on a given instrument or sound.
- To write to a specific brief
- Be able play more complicated rhythms.
- Be developing my skills to play as a soloist or as part of an ensemble

Let's Listen!



Camille Saint-Saens - A French composer who created a piece of music about fossils, part of a suite of music called *Carnival of the Animals*.

He began to learn to play the piano when he was 2 $\frac{1}{2}$ years old!

<p>My skills and knowledge that I may use from other subjects - (Include where there may be opportunities to use other subjects)</p> <p>Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.</p> <p>What you will have learnt by the end of your Key Stage - (Include the expectations for the end of Key Stage for this area of study)</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • improvise and compose music for a range of purposes using the inter-related dimensions of music; • listen with attention to detail and recall sounds with increasing aural memory; • use and understand staff and other musical notations; • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • develop an understanding of the history of music. 	<p>Opportunities for teaching Diversity, Equality (including protected characteristics) and expanding Cultural Capital –</p> <p>Intent</p> <p>Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.</p> <p>Impact</p> <p>The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.</p>	<p>Key Skills I will Learn/Use - (include the key skills that will be intertwined with the knowledge learning LINK)</p> <p>Singing</p> <p>Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Perform a range of songs in school assemblies. <p>Listening</p> <p>Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</p> <p>Composing- Improvisation</p> <p>Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).</p> <ul style="list-style-type: none"> • Begin to make compositional decisions about the overall structure of improvisations. <p>Notation</p> <p>Understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the</p>	<p>rhythmic texture, achieving a sense of ensemble.</p> <p>Composing</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. <p>Performance</p> <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A</p>
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Recall and Remember - Now we are at the end of our topic - Beneath Our Feet how much do you know now? Prove it!



or



Can I name different orchestral instruments?	
Can I clap short rhythmic patterns?	
Can I repeat short rhythmic and melodic patterns to create a musical piece about beneath my feet?	
Can I keep my place when following playing a piece of music?	
Can I make suggestions about how to improve my work?	
Can I work co-operatively with others in my group?	
Can I use instruments to perform?	
Can I make different sounds from one instrument eg a tambourine?	