

Knowledge

- To know five songs from memory and who sang them or wrote them.
- To know the style of the five songs.
- To choose one song and be able to talk about:
 - 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).
 - Identify the main sections of the song (introduction, verse, chorus etc).
 - Name some of the instruments they heard in the song.



Key Vocabulary

Style	A distinctive compositional manner of an era, country, or particular artist that makes that particular music unique.
Dynamics	How loud or quiet a piece of music is Forte- loud Piano – quiet Fortissimo – Very loud Pianissimo – Very quiet Crescendo – Gradually getting louder Diminuendo – Gradually getting quieter
Texture	How the tempo, melodic and harmonic materials are combined in the composition.
Tempo	Speed of the piece
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Verse	A section of a song that is often followed by a chorus
Introduction	The beginning section of a piece of music.
Chorus	Part of a song that recurs at intervals (usually following a verse)

Composers of the 20th Century

Karl Jenkins

1944—present



John Williams

1932— present



Skills

- To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.
- To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.
- To understand how different musical elements are combined and used expressively.
- To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
- To listen and appraise different genres of music following the Charanga scheme of work.
- Listen to composers of 20th century music from 1901 to 2000.

John Williams, Beatles, Gershwin, Lady Gaga...



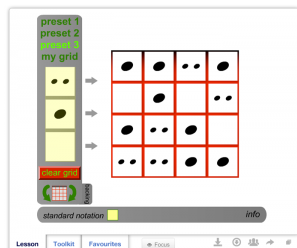
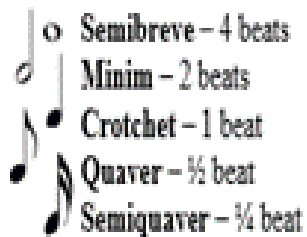
MUSIC

Composing and Improvising

YEAR 4

Knowledge

Composing	Improvising
To know and be able to talk about:	To know and be able to talk about improvisation:
A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.	Improvisation is making up your own tunes on the spot
Different ways of recording compositions (letter names, symbols, audio etc.)	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
	To know that using one or two notes confidently is better than using five
	To know that if you improvise using the notes you are given, you cannot make a mistake



Skills

- To create rhythmical and simple melodic patterns using an increased number of notes.
- To combine layers of sound, thinking about musical dynamics of each layer and understanding the effect.
- To understand and begin to use established and invented musical notations to represent music.

Key Vocabulary

Composition	An original piece of work of music (vocal or instrumental)
Composing	To write/create a piece of music
Improvising	To create/perform spontaneously or without preparation
Notation	A method of writing music
Tempo	Speed of the piece
Pulse	The constant beat in a piece of music
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Texture	How the tempo, melodic and harmonic materials are combined in the composition.
Dynamics	How loud or quiet a piece of music is
Structure	The way in which the music is built up.
Rest	Moment when the note is not played
Crotchet	A note representing 1 beat
Semi breve	A note representing 4 beats
Quaver	A note representing a 1/2 beat



MUSIC

Singing, Playing and Performing

YEAR 4

Knowledge

Singing

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

Playing

To know and be able to talk about:

The instruments used in class (e.g. pocket trumpet or ukelele).

Other instruments they might play or be played in a band or orchestra or by their friends.

Performing

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- You need to know and have planned everything that will be performed
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music

Key Vocabulary

Lyrics	The words that make up a song
Chorus	Part of a song that recurs at intervals (usually following a verse)
Dynamics	How loud or quiet a piece of music is
Choir	Group of singers
Verse	A section of a song that is often followed by a chorus
Melody	A sequence of notes—it is a combination of pitch and rhythm
Conductor/Leader	A person who the choir or group follow
Unison	Playing or singing the same notes simultaneously
Pitch	How high or low the note is
Solo	A piece performed by a single performer
Ensemble	All instruments in an orchestra or all singers in a choir playing/singing at once
Harmony	A pleasing combination of two or more notes played in the background behind a melody

Skills

To sing in unison, becoming aware of pitch.

To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.

To think about others while performing.

Parts of the Ukulele

