

Year Group: 4

Music



Prior Knowledge:

Rhythmic notation. Echo and answer. Dynamics including Piano and forte. Tempo

Prior Instrument: Recorder

Prior Vocabulary:

Forte, piano, tempo. Rhythm, compose, recorders.

Killer Questions—those asked to measure understanding of pupils:

What does Legato or Staccato mean? Can you show me?

What is a staff? What does it look like?

Can you explain what minims and crotchets are and how long they last?

What is a Ukulele? How do we play a Ukulele? What top tips can you tell me about a Ukulele?

| Singing | Listening | Composing: | Performing |
|---|---|--|--|
| <p>4.1 Sing a song from memory, with accurate pitch and timbre.</p> <p>4.1a Sing with awareness of timbre and dynamics.</p> <p>4.6b Comment on music using terms duration, timbre, beat, pitch, tempo, texture.</p> | <p>4.6a Use musical words to describe the composition of a piece and opinions about it.</p> <p>4.6b Comment on music using terms duration, timbre, beat, pitch, tempo, texture.</p> | <p>4.4. Use ICT to compose a piece of music .</p> <p>4.4a Create accompaniments for a purpose.</p> | <p>4.2 Use instruments to perform rhythmic patterns.</p> <p>4.2a Create a repeated pattern (ostinato) that fits to a steady pulse.</p> <p>4.3 Select instruments to play in order to create a desired effect.</p> <p>4.3a Understand how to read staff and other notations.</p> <p>4.5 Sing or play a full piece to an audience with confidence .</p> <p>4.5a Perform using a range of tuned and untuned percussion.</p> |

Vocabulary

Legato, staccato, staves, keyboard, rests, value, accompaniment, melody., minim, crotchet, strum and pluck.