



## Caroline Haslett Primary School - Music

Unit 3 Music Style: Grime, Classical, Bhangra, Tango, Latin Fusion	Year 4	Stop!
<p><b>Knowledge – What I will know at the end of the unit.</b></p> <p><b>Sing:</b> To know that songs can make you feel different things e.g. happy, energetic or sad.</p> <p><b>Play:</b> To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p><b>Improvise:</b> To know that using one or two notes confidently is better than using five.</p> <p><b>Compose:</b> To know that a composition is music that is created by a person and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p><b>Perform:</b> To know that you must sing or rap the words clearly and play with confidence.</p> 	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Choreography</b> – a sequence of steps or measurements.</li> <li>• <b>Composing</b> – creating and developing musical ideas and 'fixing' them.</li> <li>• <b>Digital/electronic sounds</b> – sounds made with electronic devices.</li> <li>• <b>Drums</b>  </li> <li>• <b>Dynamics</b> – how loudly or quietly the music is being played.</li> <li>• <b>Hook</b> – the main musical idea from a song that we remember i.e. a short catchy phrase.</li> <li>• <b>Improvise</b> – to make up a tune and play it on the spot. There is an assumption that it can never be recreated.</li> <li>• <b>Lyrics</b> – the words of a song.</li> <li>• <b>Melody</b> – a group of notes played one after the other.</li> <li>• <b>Pitch</b> – a musical dimension that describes the range of high and low sounds.</li> <li>• <b>Pulse/beat</b> – the heartbeat or steady beat of a song/piece of music.</li> <li>• <b>Rhythm</b> – a musical dimension that describes the combination of long and short sounds to make patterns.</li> <li>• <b>Riff</b> – a short repeated phrase often played on a lead instrument such as guitar, piano or saxophone.</li> <li>• <b>Rap</b> – a vocal technique in which the performer speaks rhythmically against a steady beat.</li> <li>• <b>Solo</b> – an Italian word to describe playing, singing or performing of one person or on our own.</li> <li>• <b>Structure</b> – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece.</li> <li>• <b>Style</b> – the type of music e.g. Blues or Rock.</li> <li>• <b>Synthesizer</b> – an electric instrument that looks like a keyboard and has pre-recorded and created sounds.</li> <li>• <b>Tempo</b> – describes how fast or slowly the music is played.</li> <li>• <b>Texture</b> – describes the layers of sound in music.</li> <li>• <b>Turntables</b> – (typically 2) are used by DJs to manipulate sounds and create new music, sound effects, mixes and other creative sounds and beats.</li> <li>• <b>Unison</b> – everyone plays or sings the same music at the same time</li> </ul>	
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Warm-Up Games</b> <ul style="list-style-type: none"> <li>○ Play and copy back using up to 2 notes – C + D. Bronze: no notes   Silver: C, sometimes D   Gold: C + D challenge.</li> </ul> </li> <li>• <b>Singing</b> <ul style="list-style-type: none"> <li>○ Sing and rap in unison and in parts.</li> </ul> </li> <li>• <b>Compose</b> <ul style="list-style-type: none"> <li>○ Your own rapped lyrics about bullying or another topic or theme that you decide.</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ Record the performance and talk about it afterwards.</li> </ul> </li> </ul>		

**Skills**

- **Sing:** To enjoy exploring singing solo.
- **Play:** Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.
- **Improvise:** Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Plan and create a section of music that can be performed within the context of the unit song.
- **Perform:** To communicate the meaning of the words and clearly articulate them.

Through the year, knowledge and skills are built on and practised to consolidate and improve.