


## Caroline Haslett Primary School - Music

Unit 2 Music Style: Various	Year 4	Glockenspiel Stage 2
<b>Knowledge – What I will know at the end of the unit.</b> <b>Sing:</b> To know that a leader or conductor is a person who the choir or group follow. <b>Play:</b> To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone). <b>Improvise:</b> To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <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. <b>Perform:</b> To know that you need to know and have planned everything that will be performed.		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• <b>Compose</b> – create a musical piece.</li> <li>• <b>Dynamics</b> – how loud or quiet something is.</li> <li>• <b>Melody</b> – another name for tune.</li> <li>• <b>Patterns</b> – repetition of sounds.</li> <li>• <b>Pitch</b> – the range of high and low sounds within music.</li> <li>• <b>Pulse</b> – the heartbeat or steady beat of a song/piece of music.</li> <li>• <b>Rhythm</b> – the combination of long and short sounds to make patterns.</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>Tempo</b> – describes how fast or slowly the music is played.</li> <li>• <b>Texture</b> – describes the layers of sound in music.</li> </ul>
		
<b>Activities</b> <ul style="list-style-type: none"> <li>• Learn more complex rhythm patterns.</li> <li>• Revise, play and read the notes C, D, E, F + G.</li> <li>• Learn to play these tunes:                             <ul style="list-style-type: none"> <li>○ Mardi Gras Groovin'</li> <li>○ Two-Way Radio</li> <li>○ Flea Fly</li> <li>○ Rigadoon</li> <li>○ Mamma Mia</li> </ul> </li> <li>• Revisit these tunes from Stage 1:                             <ul style="list-style-type: none"> <li>○ Portsmouth</li> <li>○ Strictly D</li> <li>○ Play You</li> </ul> </li> <li>• <b>Compose</b> <ul style="list-style-type: none"> <li>○ Use the notes C, D, E, F + G.</li> </ul> </li> <li>• <b>Perform</b> <ul style="list-style-type: none"> <li>○ Tell your audience how you learnt the music and why.</li> </ul> </li> </ul>		
<b>Skills</b> <ul style="list-style-type: none"> <li>• <b>Sing:</b> To follow a leader when singing.</li> <li>• <b>Play:</b> 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.</li> <li>• <b>Improvise:</b> 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.</li> <li>• <b>Compose:</b> Create at least one simple melody using one, three or all five different notes</li> <li>• <b>Perform:</b> Present a musical performance designed to capture the audience.</li> </ul> <p>Through the year, knowledge and skills are built on and practised to consolidate and improve.</p>		