



Caroline Haslett Primary School - Music

Unit 5		
Music Style: The Beatles	Year 4	Blackbird
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know that a solo singer makes a thinner texture than a large group.</p> <p>Play: To know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Improvise: To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>Compose: To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Perform: To know that a performance is planned and different for each occasion.</p> <div align="center">  <p>THE BEATLES Blackbird</p> </div>		<ul style="list-style-type: none"> • Acoustic guitar <div align="center">  </div> <ul style="list-style-type: none"> • Birdsong – the vocalised music a bird makes. • Compose – create a musical piece. • Dynamics – how loud or quiet something is. • Equality – being equal • Hook – the main musical idea from a song that we remember i.e. a short catchy phrase. • Improvise – to make up a tune and play it on the spot. • Melody – another name for tune. • Pentatonic scale – a fixed five-note pattern e.g: the five black keys on a piano. • Percussion – instruments played by hitting or shaking them. • Performing – singing and playing instruments for others to hear. • Pitch – the range of high and low sounds within music. • Pulse – the heartbeat or steady beat of a song/piece of music. • Racism – treating people differently in a negative way based on their race. • Rhythm – the combination of long and short sounds to make patterns. • Riff – a short repeated phrase often played on a lead instrument such as guitar, piano or saxophone. • Solo – an Italian word to describe playing, singing or performing of one person or on our own. • Structure – how the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – describes how fast or slowly the music is played. • Texture – describes the layers of sound in music. • Unison – everyone plays or sings the same music at the same time
Activities		
<ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using 2 notes – C + D. Bronze: no notes Silver: C Gold: C, sometimes D challenge. • Singing <ul style="list-style-type: none"> ○ In unison. • Playing instruments <ul style="list-style-type: none"> ○ Play with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – C, D + E. Bronze: C Silver: C, and sometimes D Gold: C, D + E challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). • Perform <ul style="list-style-type: none"> ○ The performance will include one or more of the following: ○ Improvisations, instrumental performances or compositions. 		

Skills

- **Sing:** To re-join the song if lost.
- **Play:** To listen to and follow musical instructions from a leader.
- **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:** Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- **Perform:** To record the performance and say how they were feeling, what they were pleased with what they would change and why.

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