

Year 4 – Term 6

## Is it better to live near water or far away from it?

### MUSIC



#### National Curriculum Links:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.

#### Essential Prior Learning:

Know the difference between untuned and tuned instruments.  
Identify the pitch, tone, dynamic of a piece of music.  
Know what is meant by major and minor.  
Recognise some staff notation.  
Hold a steady beat.  
Know what body percussion is.

#### Progression in Skill:

Combine known rhythmic notation with letter names to create short pentatonic phrases for familiar instruments; sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values: minim, crotchet and paired quavers to create 2-, 3- and 4-beat phrases arranged into bars. Read and begin to use minims, crotchets, paired quavers and their rests. Play and perform melodies following staff notation using a small range (five notes) as a whole class or in small groups.

Perform in two or more parts (e.g. melody and accompaniment or duet), following simple notation using tuned percussion; identify static and moving parts. Copy short melodic phrases that use the pentatonic scale. Read and perform pitch notation within the defined range of the pentatonic scale. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble

#### Long-term Memory Knowledge:

Know the note duration of a minim, crotchet and paired quavers.  
Use letter names for pitch.  
Combine notation for duration and letter names to record compositions.  
Create a pentatonic phrase for a known instrument.  
Perform in two or more parts, maintaining your own.  
Recognise ascending and descending scale patterns.

#### Key Vocabulary

<b>timbre</b>	The quality of a sound. Bright, hard, soft, scratchy etc.
<b>glissando</b>	starting at the bottom, glide the beater up the bars and then back down the bars.
<b>hand-to-hand sticking</b>	play tuned percussion alternating hands
<b>roll</b>	choose one note and very quickly play it using two beaters, swapping between them evenly
<b>shimmer</b>	run the beater back and forth over a small number of bars gently to create the effect of shimmering
<b>scale</b>	a sequence of notes that move in steps (one note at a time) up or down
<b>arpeggio</b>	the notes of a chord played one at a time in sequence
<b>chords moving in thirds</b>	two notes from a chord, three notes apart, moving up in step

#### Progression in Resources:

Xylophone  
SingUp resources: Ripples

#### Relevance

<b>Now</b>	Learning how to hold the beaters correctly helps the children develop their confidence and technique in playing the xylophone and other similar instruments; with increased confidence and a greater understanding of reading music, children are more willing to persevere in learning to play proficiently; using both hands, develops children's competence in other areas, such as sport.
<b>Future</b>	Children enjoy making music, either alone or part of an ensemble; music can help improve children's well-being and influence mood.
<b>Aspiration</b>	Children play professionally – either as a soloist or part of a larger group, or join an amateur group for pleasure.