

Year 4
Knowledge Organiser for Music

Key Enquiry Questions:	
How can we evaluate a piece of music? What do we know to listen out for?	<ul style="list-style-type: none"> • Can we recall identifying pitch changes? • Can we identify if there is a steady beat? • Are there any rhythm patterns within the music? • What is the structure of the dynamics of the music? Use of silence? • What can we notice about the timbre and the texture of the music? Are there layers of sounds and if so, what instruments can we hear? • Is there a contrast in tempo? • What do we like or dislike about the music? What is the mood of the music?

Key Vocabulary	
timbre	All instruments, including voices, have a particular sound quality which is referred to as timbre, e.g. squeaky.
structure	Most music is underpinned by a structure which may be as simple as beginning, middle and end.
dynamics	The loudness of the music, usually described in terms of loud / quiet.
tempo	The speed at which music is performed, usually described in terms of fast / slow.
pitch	Refers to the complete range of sounds in a piece of music from the lowest to the highest.
duration	The word used in music to refer to the length of a sound or silence.
graphic notation	A form of notation in which the composer freely invents symbols which give an impression of sound.
beat	Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat'.
texture	Layers of sound, such as those created by a melody accompanied by a drum beat.
melody	A tune.
minim	A half note - a musical note having the time value of half a whole note.
crotchet	A quarter note - a musical note having the time value of a quarter of a whole note.
semi-breve	A semi-breve - a musical note having the longest time value (equal to four beats in common time) whole note.
ostinato (plural ostinati)	A short rhythmic or melodic pattern which is repeated over and over.
drone	A sound or sounds played constantly throughout all or part of a piece of music as an accompaniment.
recorder vocabulary	B, A, G, C and D notes, call and response, rhythm, rest, mouthpiece, body, foot joint, woodwind, descant, tonguing, ties, slurs and improvise.

Key Concepts/Skills:	
voices	<p>Children will sing songs from memory.</p> <p>Children will sing a simple part within a group as part of a performance.</p> <p>Children will sing with control and awareness of tune and pitch.</p> <p>Use their voice to compose own songs.</p> <p>Children will sing expressively and pronounce words clearly (including raps).</p>
play	<p>Children will play tuned percussion instruments (percussion (e.g. chime bars, boomwhackers, handbells, xylophones etc) using notes: C D E F G A C' D' and will focus on learning the recorder.</p> <p>Children will play musical instruments with increasing accuracy, fluency, control.</p> <p>Children will play percussion to accompany tunes.</p> <p>Children will choose, order, control and combine sounds for a desired effect.</p> <p>Create repeated patterns with a range of instruments.</p>
composition	<p>Children will compose and perform melodic songs using a range of percussion instruments.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments (story).</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Pupils use technology appropriately (create a recording).</p> <p>Children will create music on their own and with others.</p>
notation	<p>Children will devise non-standard symbols to indicate when to play and rest.</p> <p>Children will recognise the notes EGBDF and FACE on the musical stave.</p> <p>Children will recognise the symbols for a minim, crotchet and semi-breve and say how many beats they represent.</p>
performance	Children will play and perform in solo and ensemble contexts and learn the descant recorder.
listen	Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder.

Music through the ages and composers for listening		
Theme/topic	Musical piece	Composer
Ancient Greeks	http://theconversation.com/ancient-greek-music-now-we-finally-know-what-it-sounded-like-99895	Ancient Greeks - The lyre was a common feature, along with the popular aulos, two double-reed pipes played simultaneously by a single performer so as to sound like two powerful oboes played in concert.
Ancient Greeks	https://www.youtube.com/watch?v=270pckxcg1c	The lyre The lyre is a string instrument known for its use in Greek classical antiquity and later periods. The lyre is similar in appearance to a small harp but with distinct differences. In organology, lyre is defined as a "yoke lute", being a lute in which the strings are attached to a yoke that lies in the same plane as the sound-table and consists of two arms and a cross-bar.
Year 4 learning recorders all term hence recorder music to listen to	Sonata in G major (Sibley no. 12) for Alto (Treble) recorder & B. c. 1743	Giuseppe Sammartini (ca. 1695–1750) This piece belongs to the late baroque but contains some forward-looking musical elements. Both harmony and melodic lines are stylistically reminiscent of elements that have become familiar from later pieces for traverse flute from the mid-eighteenth century 'sensitive' period. However, this piece was clearly intended for the recorder and is therefore significant. It was probably written for one of the few remaining professional recorder players in England and shows that a different sound world was envisaged for the instrument.
Recorders	Flute concerto in G major https://www.youtube.com/watch?v=6CLxVErKbeo 1745	Composer: Johann Joachim Quantz (1697–1773) Johann Joachim Quantz was a German flutist, flute maker and Baroque music composer. He composed hundreds of flute sonatas and concertos, and wrote On Playing the Flute, a treatise on flute performance. His works were known and appreciated by Bach and Mozart.
Anglo Saxons, Scots, Vikings	Concerto for Harp and Orchestra (1736)	Composer: George Frideric Handel was a German, later British, Baroque composer who spent the bulk of his career in London, becoming well known for his operas, oratorios, anthems, concerti grossi and organ concertos. Born: 23 February 1685 Originally believed to be a piece written by Handel for the organ, music scholars have since concluded that the intended solo instrument was the harp. This is a pillar in Handel's vast repertoire and should have a place on every harpist's to-play list. If people in the Viking lands created and enjoyed music, they left little behind to prove it. Other European lands in the Viking age left behind extensive evidence of music. We find the instruments themselves, descriptions of instruments, stories and pictures, such as the harp shown in an Anglo-Saxon manuscript from around the year 1000. Musical instruments are rarely mentioned in the Norse literature. One of the most familiar examples is the story of Gunnar, described in both Atlakviða (verse 31) and Atlamál (verse 66). Atli threw Gunnar into a snake pit. To calm the snakes, Gunnar played his harp, but to no avail. In Atlamál, it is said that Gunnar played the harp with his toes, presumably because his hands were bound. This scene is depicted on the stave church portal from Hylestad, carved at the beginning of the 13th century.
Sound and Light	https://www.youtube.com/watch?v=d2lIhbL4vSQ https://www.bbc.co.uk/teach/class-clips-video/music--science-ks2-house-of-sound/zncr7nb	Science of sound song outlining the importance of vibrations to music and how we hear sound. Second link is very good to short videos on sound from instruments and how it works.

Curriculum overview of Key Skills for academic year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Express Year 4 and Recorders	<p>Environment: To perform: Maintain a simple part within a group. Show control of voice. Perform with control and awareness of others. To compose: Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. To transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Use digital technologies to compose pieces of music. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluating music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Building: To perform: Perform with control and awareness of others. To compose: Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. To transcribe: Devise non-standard symbols to indicate when to play and rest. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. Listen: Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics,</p>	<p>In the Past: To perform: Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Maintain a simple part within a group. Perform with control and awareness of others. To compose: Create repeated patterns with a range of instruments. To transcribe: Devise non-standard symbols to indicate when to play and rest. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sound and discuss their effect on mood and feelings.</p> <p>Ancient Worlds: To perform: Sing from memory with accurate pitch. Maintain a simple part within a group. Perform with control and awareness of others. To compose: Compose and perform melodic songs. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. Listen: Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</p>	<p>Recorders: To perform: Maintain a simple part within a group (ABA/Rondo). Perform with control and awareness of others. To compose: Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. To transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Listen: Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</p>	<p>Poetry: To perform: Show control of voice. Perform with control and awareness of others. To compose: Create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. To transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Singing Spanish: To perform: Maintain a simple part within a group. Pronounce words within a song clearly. To compose: Compose and perform melodic songs. Create repeated patterns with a range of instruments (voice). Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Listen: Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</p>	<p>Around the World: To perform: Sing in tune. Show control of voice. To compose: Compose and perform melodic songs. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. To transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Food and Drink: To perform: Sing from memory with accurate pitch. Sing in tune. Show control of voice. Perform with control and awareness of others. To compose: Choose, order, combine and control sounds to create an effect. To transcribe: Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Listen:</p>	<p>Communication: To perform: Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. To compose: Compose and perform melodic songs. Create accompaniments for tunes. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Sounds: To perform: Maintain a simple part within a group. To compose: Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. To describe music: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. Listen: Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</p>

	pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder				Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder	
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