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?	 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 tile.g. squeaky.		
structure	Most music is underpinned by a structure which may be as simple as beginning, middle and en		
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	Key Concepts/Skills:		
voices	Children will sing songs from memory.		
	Children will sing a simple part within a group as part of a performance.		
	Children will sing with control and awareness of tune and pitch.		
	Use their voice to compose own songs.		
	Children will sing expressively and pronounce words clearly (including raps).		
play	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.		
	Children will play musical instruments with increasing accuracy, fluency, control.		
	Children will play percussion to accompany tunes.		
	Children will choose, order, control and combine sounds for a desired effect.		
	Create repeated patterns with a range of instruments.		
composition	Children will compose and perform melodic songs using a range of percussion instruments.		
	Use sound to create abstract effects.		
	Create repeated patterns with a range of instruments (story).		
	Choose, order, combine and control sounds to create an effect.		
	Pupils use technology appropriately (create a recording).		
	Children will create music on their own and with others.		
notation	Children will devise non-standard symbols to indicate when to play and rest.		
	Children will recognise the notes EGBDF and FACE on the musical stave.		
	Children will recognise the symbols for a minim, crochet and semi-breve and say how many beats		
	they represent.		
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 =27opcKxcg1c	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.	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=6C LxVErKbeo 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 =d2llhbL4vSQ	Science of sound song outlining the importance of vibrations to music and how we hear sound.		
	https://www.bbc.co.uk/teach/class- clips-video/musicscience-ks2- house-of-sound/zncr7nb	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 2	Summer 1	Summer 2
			Spring 1	op8 _		
Music Express	Environment: To perform:	In the Past: To perform: Sing	Recorders: To perform:	Poetry: To perform: Show	Around the World:	Communication: To perform:
Year 4	Maintain a simple	from memory with	Maintain a simple	control of voice.	To perform: Sing in	Pronounce words
	part within a group.	accurate pitch. Sing	part within a group	Perform with	tune. Show control	within a song
and	Show control of	in tune. Pronounce	(ABA/Rondo).	control and	of voice.	clearly.
Recorders	voice. Perform with	words within a song	Perform with	awareness of	To compose:	Show control of
	control and	clearly. Show	control and	others.	Compose and	voice.
	awareness of	control of voice.	awareness of	To compose: Create	perform melodic	Perform with
	others.	Maintain a simple	others.	repeated patterns	songs. Create	control and
	To compose: Create	part within a group.	To compose:	with a range of	accompaniments for	awareness of
	accompaniments for	Perform with	Compose and	instruments.	tunes. Choose,	others.
	tunes. Use drones as	control and	perform melodic	Create	order, combine and	To compose:
	accompaniments.	awareness of	songs. Use sound to	accompaniments for	control sounds to	Compose and
	Choose, order,	others.	create abstract	tunes. Choose,	create an effect.	perform melodic
	combine and control sounds to create an	To compose: Create repeated patterns	effects. Create	order, combine and control sounds to	To transcribe:	songs. Create
	effect.	with a range of	accompaniments for	create an effect.	Devise non-standard	accompaniments for
	To transcribe:	instruments.	tunes. Choose,	To transcribe:	symbols to indicate	tunes.
	Device non-standard	To transcribe:	order, combine and	Devise non-standard	when to play and rest. Recognise the	To describe music:
	symbols to indicate	Devise non-standard	control sounds to	symbols to indicate	notes EGBDF and	Use the terms:
	when to play and	symbols to indicate	create an effect.	when to play and	FACE on the musical	duration, timbre,
	rest. Recognise the	when to play and	To transcribe:	rest. Recognise the	stave. Recognise the	pitch, beat, tempo,
	notes EGBDF and	rest.	Devise non-standard	notes EGBDF and	symbols for a	texture and use of
	FACE on the musical	To describe music:	symbols to indicate	FACE on the musical	minim, crochet and	silence to describe
	stave. Use digital	Use the terms:	when to play and	stave.	semi-breve and say	music.
	technologies to	duration, timbre,	rest. Recognise the	To describe music:	how many beats	Understand layers
	compose pieces of	pitch, beat, tempo,	notes EGBDF and	Use the terms:	they represent.	of sounds and
	music.	texture and use of	FACE on the musical	duration, timbre,	To describe music:	discuss their effect
	To describe music:	silence to describe	stave.	pitch, beat, tempo,	Use the terms:	on mood and
	Use the terms:	music. Understand	To describe music:	texture and use of silence to describe	duration, timbre,	feelings.
	duration, timbre, pitch, beat, tempo,	layers of sound and discuss their effect	Use the terms: duration, timbre,	music.	pitch, beat, tempo,	
	texture and use of	on mood and	pitch, beat, tempo,	music.	texture and use of silence to describe	Sounds:
	silence to describe	feelings.	texture and use of	Cinging Chanish	music.	To perform:
	music. Evaluating		silence to describe	Singing Spanish: To perform:	Evaluate music using	Maintain a simple part within a group.
	music using musical	Ancient Worlds:	music.	Maintain a simple	musical vocabulary	To compose:
	vocabulary to	To perform: Sing	Listen:	part within a group.	to identify areas of	Compose and
	identify areas of	from memory with	Children will listen	Pronounce words	likes and dislikes.	perform melodic
	likes and dislikes.	accurate pitch.	to historical music	within a song		songs.
		Maintain a simple	and composers to	clearly.	Food and Drink:	Use sound to create
	Building:	part within a group.	identify timbre,	To compose:	To perform: Sing	abstract effects.
	To perform:	Perform with	structure, tempo,	Compose and	from memory with	Create
	Perform with	control and	texture, dynamics,	perform melodic	accurate pitch. Sing	accompaniments for
	control and	awareness of	pitch, beat/pulse, rhythm, crescendo,	songs.	in tune.	tunes.
	awareness of	others.	melody,	Create repeated	Show control of	Choose, order,
	others.	To compose:	diminuendo,	patterns with a	voice.	combine and control
	To compose: Create repeated patterns	Compose and perform melodic	ostinato, beat,	range of instruments (voice).	Perform with	sounds to create an effect.
	with a range of	songs.	drone, recorder	Create	control and awareness of	To describe music:
	instruments. Create	To describe music:		accompaniments for	others.	Use the terms:
	accompaniments for	Use the terms:		tunes. Choose,	To compose:	duration, timbre,
	tunes.	duration, timbre,		order, combine and	Choose, order,	pitch, beat, tempo,
	Use drones as	pitch, beat, tempo,		control sounds to	combine and control	texture and use of
	accompaniments.	texture and use of		create an effect.	sounds to create an	silence to describe
	To transcribe:	silence to describe		To describe music:	effect.	music.
	Devise non-standard	music.		Use the terms:	To transcribe:	Understand layers
	symbols to indicate	Understand layers		duration, timbre,	Devise non-standard	of sounds and
	when to play and	of sounds and		pitch, beat, tempo,	symbols to indicate	discuss their effect
	rest.	discuss their effect		texture and use of	when to play and	on mood and
	To describe music:	on mood and		silence to describe	rest.	feelings.
	Use the terms: duration, timbre,	feelings.		music. Listen:	Recognise the notes	Listen: Children will listen
	· · · · · · · · · · · · · · · · · · ·	Listen:		Children will listen	EGBDF and FACE on	to historical music
	pitch, beat, tempo, texture and use of	Children will listen to		to historical music	the musical stave.	and composers to
	silence to describe	historical music and		and composers to	Recognise the symbols for a	identify timbre,
	music. Understand	composers to identify		identify timbre,	minim, crochet and	structure, tempo,
	layers of sounds and	timbre, structure,		structure, tempo,	semi-breve and say	texture, dynamics,
	discuss their effect	tempo, texture,		texture, dynamics,	how many beats	pitch, beat/pulse,
	on mood and	dynamics, pitch,		pitch, beat/pulse,	they represent	rhythm, crescendo,
	feelings.	beat/pulse, rhythm,		rhythm, crescendo,	To describe music:	melody,
	Listen:	crescendo, melody,		melody,	Use the terms:	diminuendo,
	Children will listen	diminuendo, ostinato,		diminuendo,	duration, timbre,	ostinato, beat,
	to historical music	beat, drone, recorder		ostinato, beat,	pitch, beat, tempo,	drone, recorder
	and composers to			drone, recorder	texture and use of	
	identify timbre,				silence to describe	
	structure, tempo, texture, dynamics,				music.	
	tenture, uyrialliics,			<u>l</u>	Listen:	

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