

Music Year4

Knowledge, skills and understanding breakdown

Performing	Planning opportunities	Composing	Planning	Appraising	Planning
<p>-Perform a simple part rhythmically.</p> <p>-Sing songs from memory with accurate pitch.</p> <p>Improvise using repeated patterns.</p>		<p>-Use notations to record and interpret sequences of pitches.</p> <p>-Use standard notation.</p> <p>-Use notations to record compositions in a small group or on their own.</p> <p>-Use their own notation in performance.</p>		<p>-Explain the place of silence and say what effect it has.</p> <p>-Identify the character of a piece of music.</p> <p>-Describe and identify the different purposes or music.</p> <p>-Begin to identify with the style of work of Beethoven, Mozart and</p>	

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				Elgar.	
Challenge		Challenge		Challenge	
-Use selected pitches simultaneously to produce simple harmonies.		-Explore and use sets of pitches, e.g, 4 or 5 note scales. -Show how they can use dynamics to provide contrasts.		-Identify how a change in timbre (tone of a note) can change the effect of a piece of music.	

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Steel Pans

Harmony

We are beginning to understand the make up of major and minor 3rds and their influence to the sound of a chord structure. They can also move swiftly between 5 chords as a group.

Melody

The classes have experimented with a pentatonic scale in an improvised setting. We are also spending time learning and preparing 'The Lion Sleeps Tonight' for our end of term performance.

Rhythm

The class have moved on from basic rhythm and have begun performing from ear some syncopated rhythms in unison as part of an ensemble.

Technique / dynamic

The class have furthered their practice and understanding of technique on the pans. They can control volume and dynamic changes through their stick technique and control and collectively are sympathetic to their overall sound as a band.

Ensemble skills

The class have had to develop listening skills along with good understanding of rhythm alongside a pulse. They can play in time with each other and are aware when they are not together. The 2nd part of term will see us focus on counterpart rhythms.