|  |  |  |
| --- | --- | --- |
| **Goonhavern Primary School- Music** | | |
| **TOPIC: How does music bring us together?** | **YEAR: 4** | **STRAND: Interesting Time Signatures** |

|  |  |
| --- | --- |
| **What should I know already?** | **What will I know by the end of the unit?** |
| I am able to sing songs and make pieces of music using a range of sounds. I can improvise on a glockenspiel or xylophone. I can recognise high and low notes. I can play and sing songs by ear. I can recognise rests and create melodies using music technology. I can explain what the words ‘tempo’ and ‘dynamics’ are. I can perform my compositions to others with confidence. | I can play the notes C, D, E, F, G, A and B on a glockenspiel. |
| I can create and copy melodic patterns using crotchets, dotted crotchets, quavers, rests and minims. |
| I can understand musical terms such as adagio, staccato, tempo and allegro. |
| I can recognise the time signatures in pieces of music and improvise melodic pieces in a range of time signatures. |
| I can internalise, keep in time and move in time to a steady 4/4 beat. |
| I can compose music based on a theme and create digital graphic scores, which represent tempo, dynamics, timbre and silence. |
| I can understand the emotion, feeling and intent of songs. |

|  |  |
| --- | --- |
| **Vocabulary** | |
| Allegro | Fast |
| Adagio | Slowly |
| Staccato | Short and detached |
| Time Signatures | How many beats are in a bar and which note value is equivalent to a beat |
| Composition | To make up a piece of music. |
| Quavers | A musical note worth half a beat. |
| Crotchets | A musical note worth one full beat. |
| Minims | A musical note worth two full beats. |
| Melody | A sequence of single notes that makes a musical tune. |
| Tempo | How fast or slow a piece of music is. |
| Beat | A regular, rhythmic (and sometimes strong) sound. |
| Graphic Score | An image or picture with symbols to represent notes. |

|  |  |
| --- | --- |
| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
|  |  |