

Term 5 Men from the North

Music Knowledge Organiser

Year 4

Key vocab

- Phrase- a unit of music that has a musical sense of its own
- Melody- a sequence of pleasing sounds that make up a particular musical phrase.
- Pitch- how high or low sounds are.
- Dynamics- how loud or quiet music is.
- Duration- the length of time each note is played for.
- Timbre- the character, texture and colour of sound.
- Tempo- how fast or slow music is.
- Improvise- creating or playing music without preparing it in advance.
- Compose- to put together, arrange or write music.
- Notation- a way of writing down music so that anyone can play it.

Skills I will develop

- Explore and perform different types of accompaniment.
- Explore and select different melodic patterns.
- Make suggestions to improve their work
- Use relevant musical vocabulary (pitch, dynamics, duration, timbre tempo), when talking about others' composition or performance.
- Create music that describes contrasting moods/emotions.
- Improvise simple tunes based on the pentatonic scale.
- Compose music in pairs and make improvements to their own work.
- Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.
- Choose instruments on the basis of internalised sounds.
- Perform in different ways, exploring the way the performers are a musical resource.
- Perform with awareness of different parts.
- Recognise simple structures. (Phrases).
 - Record their own ideas.

In this unit I will learn

- To choose appropriate instruments that evoke a certain mood.
- To improvise in pairs or small groups.
- To compose, notate and perform an accompaniment to a learnt song.
- <https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-1066-norman-conquest-three->

Some instruments I can choose.



Guiro (gweer-o).

Scrape, tap or combination of the two with a wooden beater.



Cabasa (ca-bas-a).

Hold still in the palm of one hand and twist the handle with the other hand.