



| Area: Composing and Notation | | Year: 4 | Subject: Music | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------|---|--|--|--|--|--|---|--|--|--|--|--|---|--|--|--|--|--|--|------|------|-------------|--|-----------|---------|--|-------|---------|--|----------|--------|--|--------|----------|--|------------|----------|---|----------|---------------|----------|----------------|-----------------|--|
| What should I already know? → sounds can be blended together to create harmonies → composers can express moods through their pieces by using certain sounds and patterns → music can be written down using a graphic score to revisit and change ideas | | How will I use this learning in the future? In Year 5 I will be improvising and composing music that combines several layers by selecting, creating and combining sounds (texture). I will be reading the musical stave and can work out notes: EGBDF and FACE. | | What vocabulary should I learn? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I can improvise and compose music to a given structure by selecting, creating and combining sounds. • Binary - a piece of music with 2 contrasting sections AB (usually repeated) • Ternary - a piece of music that has 3 sections ABA. The middle section is contrasting and the first and last sections are the same. • Rondo - the musical material at the beginning of the piece keeps returning. | | I can recognise the symbols for a minim, crotchets, semibreve and quaver and say how many beats for each. | I know the symbol for a rest in music. → I can draw this symbol → I can recognise this within a piece of music → I know what this symbol means | ascending | increasing pitch (getting higher) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | constant | where the beat stays the same/regular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr><td>A</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>B</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>A</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | A | | | | | | B | | | | | | A | | | | | | <table border="1"> <thead> <tr> <th>Sign</th> <th>Name</th> <th>In 4/4 Time</th> </tr> </thead> <tbody> <tr> <td></td> <td>Semibreve</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Minim</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> </tr> <tr> <td></td> <td>Quaver</td> <td>1/2 beat</td> </tr> <tr> <td></td> <td>Semiquaver</td> <td>1/4 beat</td> </tr> </tbody> </table> | Sign | Name | In 4/4 Time | | Semibreve | 4 beats | | Minim | 2 beats | | Crotchet | 1 beat | | Quaver | 1/2 beat | | Semiquaver | 1/4 beat | I can begin to use some symbols for dynamics. <table border="1"> <tr><td>f</td><td>forte loud</td></tr> <tr><td>p</td><td>piano quiet</td></tr> </table> Stave and treble clef: | f | forte loud | p | piano quiet | ensemble | many voices or instruments being played at the same time |
| | | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sign | Name | In 4/4 Time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Semibreve | 4 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Minim | 2 beats | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Crotchet | 1 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Quaver | 1/2 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Semiquaver | 1/4 beat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | forte loud | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | piano quiet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What should I be able to do by the end? | | I can begin to use some symbols for dynamics. | Stave and treble clef: | moderate/steady | not too fast or too slow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | scale | musical notes in order of pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | skip/leap | a large/significant change in pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | solo | one voice or instrument being played | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | stave | set of five horizontal lines and four spaces that each represent a musical pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | step | a change in pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | structure | how the music is built in sections | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | treble clef | musical symbol used to indicate the pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | unison | two or more musical parts that are played at a similar pitch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | What vocabulary do I already know? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | accompaniment | music played in support of someone singing or playing an instrument | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | harmony | combination of similar sounding notes blending together | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | pentatonic | a scale of five notes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | texture | the overall quality of the sound in a piece, e.g. thick (many layers) or thin (a few layers) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | What should I know by the end? There are 4 beats in a semibreve, 2 beats in a minim, 1 beat in a crotchet, 1/2 beat in a quaver and 1/4 beat in a semiquaver. A rest is a duration of time where no notes are played. There are 3 different types of musical structure: binary, ternary and rondo. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |