









Area: Performing		Year 4	Subject: Music																									
What should I already know?		How will I use this learning in the future?		What vocabulary should I learn?																								
<ul style="list-style-type: none"> → how to breathe well and articulate and pronounce words when singing → how to recognise and sustain an ostinato → good posture when singing 		<p>In Year 5, I will use my voice to show an awareness of occasion and meaning. I will maintain my own part with awareness of how the different parts fit together.</p>		<table border="1"> <tr> <td>Acapella</td> <td>singing without any instrumental accompaniment</td> </tr> <tr> <td>diction</td> <td>articulation of the words so they are understandable to the listener</td> </tr> <tr> <td>duet</td> <td>two people performing together</td> </tr> <tr> <td>harmony</td> <td>the combination of two simultaneous voices or musical notes to produce a pleasing effect</td> </tr> <tr> <td>melodic</td> <td>a distinctive sequence of notes</td> </tr> <tr> <td>motif</td> <td>a short repeated phrase within a piece of music</td> </tr> <tr> <td>phrasing</td> <td>the parts sung between each breath</td> </tr> <tr> <td>projection</td> <td>the volume with which a singer can produce sound</td> </tr> <tr> <td>rhythmic</td> <td>a recurring sequence of notes</td> </tr> <tr> <td>riff</td> <td>a short repeated phrase within a piece of music</td> </tr> <tr> <td>stamina</td> <td>the ability to keep going for longer</td> </tr> <tr> <td>stave</td> <td>set of five horizontal lines and four spaces that each represent a different musical pitch</td> </tr> </table>	Acapella	singing without any instrumental accompaniment	diction	articulation of the words so they are understandable to the listener	duet	two people performing together	harmony	the combination of two simultaneous voices or musical notes to produce a pleasing effect	melodic	a distinctive sequence of notes	motif	a short repeated phrase within a piece of music	phrasing	the parts sung between each breath	projection	the volume with which a singer can produce sound	rhythmic	a recurring sequence of notes	riff	a short repeated phrase within a piece of music	stamina	the ability to keep going for longer	stave	set of five horizontal lines and four spaces that each represent a different musical pitch
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What should I be able to do by the end?																												
<p>I can use my voice to perform in ensemble contexts, with overall accuracy, control and expression.</p> <ul style="list-style-type: none"> → I can perform with increasing stamina.  → I can project my voice appropriately. → I can begin to use phrasing and develop my breathing techniques further. → I can sing with diction.  <p>I can maintain a simple part within a group.</p> <ul style="list-style-type: none"> → I am able to perform my part whilst others are singing a different part. 	<p>I can play tuned and untuned instruments to perform simple melodic and rhythmic parts with increasing accuracy.</p> <ul style="list-style-type: none"> → I can aurally memorise the sequence of notes to repeat and perform.  <ul style="list-style-type: none"> → I can use a stave to record the melodic sequence created. → I can practise the melodic and rhythmic parts in order to improve a group performance. <p>I can follow a conductor correctly to know how and when to play, e.g. start, stop, faster, louder, lower.</p> 	<p>I can listen and recall songs and sounds with increasing aural memory.</p> <p>Pass the Rhythm! Send a simple rhythm (perhaps comprising of just one or two claps) around the room whilst maintaining a steady pulse. </p> <p>I can appraise my own and others' work. </p> <p>Did we/they work well as an ensemble? Did we/they all know their parts and join in at the right time?</p> <p>Did we/they project their voices? Did we/they use phrasing and breathing techniques to ensure they could hold notes correctly? Did we/they sing with diction so the words could be understood?</p> <p>Did we/they follow the conductor correctly to start and stop at the correct times and change the pitch, tempo, dynamics, timbre and texture?</p>																										
What vocabulary do I already know?																												
articulate		sing or speak clearly so that all words can be heard distinctly																										
ostinato		a continually repeated phrase or rhythm																										
posture		the position in which someone holds their body when standing or sitting																										
timbre		tone or sound quality made by the different instruments, e.g. rough, smooth																										
What should I know by the end?																												
Conductors																												
Conducting is the art of directing the simultaneous performance of several players or singers. The primary duties of a conductor are to interpret the score, set the tempo and ensure correct entries by ensemble members.																												
The conductor typically stands on a raised podium with a music stand for the score, which contains the musical notation for all the instruments or voices. Conductors communicate with their primarily through hand gestures, usually with the aid of a baton, and may use other gestures or signals such as eye contact.																												