
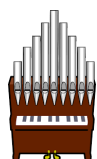

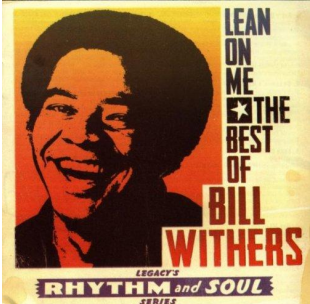


Caroline Haslett Primary School - Music

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Unit 4 Music Style: Gospel	Year 4	Lean On Me
<p>Knowledge – What I will know at the end of the unit.</p> <p>Sing: To know that singing as part of an ensemble or large group is fun, but that you must listen to each other.</p> <p>Play: To know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>Improvise: To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>Compose: To know that there are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Perform: To know a performance can be a special occasion and involve an audience including of people you don't know.</p>		<p>Vocabulary</p> <ul style="list-style-type: none"> • Backing Vocals – Singing that accompanies a song. • Bass – Low tones • Compose - Create a musical piece. • Drums <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Dynamics - How loud or quiet something is. • Hook - The main musical idea from a song that we remember i.e. a short catchy phrase. • Improvise – To make up a tune and play it on the spot. • Melody – Another name for tune. • Notation - Ways to visually represent music. • Organ <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Piano <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Pitch - The range of high and low sounds within music. • Pulse – The heartbeat or steady beat of a song/piece of music. • Rhythm - The combination of long and short sounds to make patterns. • Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone. • Solo - An Italian word to describe playing, singing or performing of one person or on our own. • Structure - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece. • Tempo – Describes how fast or slowly the music is played. • Texture – Describes the layers of sound in music. • Unison - Everyone plays or sings the same music at the same time
<div style="text-align: center;">  </div>		
Activities		
<ul style="list-style-type: none"> • Warm-Up Games <ul style="list-style-type: none"> ○ Play and copy back using up to 2 notes – F + G. Bronze: no notes Silver: F, sometimes G Gold: F + G challenge • Singing <ul style="list-style-type: none"> ○ In unison • Playing instruments <ul style="list-style-type: none"> ○ Play parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – C, E, F + G. • Improvise <ul style="list-style-type: none"> ○ Use up to 3 notes – F, G + A. Bronze: F Silver: F + G Gold: F, G + A challenge. • Compose <ul style="list-style-type: none"> ○ A simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. • Perform <ul style="list-style-type: none"> ○ The performance will include one or more of the following: ○ Improvisations, instrumental performances or compositions. 		

Skills

- **Sing:** To sing with awareness of being 'in tune'
- **Play:** To rehearse and perform their part within the context of the Unit song
- **Improvise:** Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
- **Compose:** Talk about how a composition was created.
- **Perform:** To talk about the best place to be when performing and how to stand or sit.

Through the year, knowledge and skills are built on and practised to consolidate and improve.