

Year 4 – Music Skills

Knowledge Organiser – Glockenspiel

Key Skills and Knowledge

Prior Learning:

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responds with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Year 2: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, Blues, Latin, Folk, Funk, Baroque

Year 3: Let Your Spirit Fly- R&B, Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds-Reggae, Bring Us Together-Disco Music

In this unit children will:

- Begin to read musical notation (some children).
- Learn more complex rhythm patterns.
- Revise, play and read the notes C, D, E, F + G.
- Learn to play these tunes: Mardi Gras Groovin', TwoWay Radio, Flea Fly Rigadoon, Mamma Mia . Revisit these tunes from Stage 1: Portsmouth, Strictly D, Play Your Music, Drive Compose using the notes C, D, E, F + G.
- Perform and share music.
- Evaluate performances.
- Improvise with the glockenspiels.
- Compose their own music.

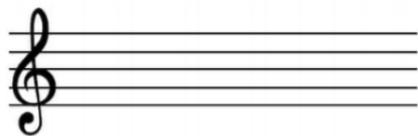
Glockenspiel

In this unit of work children will build upon their knowledge of what they learnt in Year 3 in Glockenspiel stage 1. They will explore more complex rhythm patterns, revisit and review some of the melodies they learnt in Year 3, as well as learn new ones.

Key Knowledge

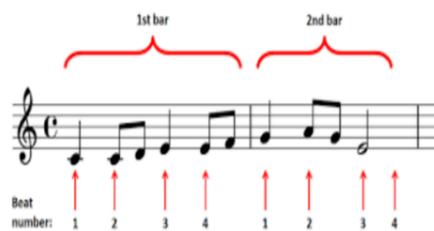
- To know that the rhythm is the long or short sounds in a piece of music and that the rhythm of the music can be influenced by the style/genre.
- To know that the loudness or softness of a piece of music (dynamics) can create interest, feelings and mood.
- To know that the pitch of a piece of music can also affect the overall feeling of the music and impact on the listener/audience's reaction.

Key Images/Musical Notations



A staff is a set of five horizontal lines and four spaces that each represent a different musical pitch. The staff is integral to reading and recording music.

A note's position on a staff tells us which note it is. The position also tells us how high or low the note is.



A bar of music is a segment of time corresponding to a specific number of beats. In one piece of music, each bar usually has the same number of beats in it.

Musical Notes



Crotchet

A crotchet represents one beat in a piece of music.



Minim

A minims represents 2 beats. It is a longer note than the crotchet. A minim note is the equivalent of 2 crotchets.

Key Questions

What is rhythm and why is it so important?

How can dynamics change a piece of music?

What affect can the pitch have on a piece of music?

Vocabulary

Crescendo	when the music gradually becomes louder
Diminuendo	when the music gradually becomes quieter
Dynamics	How loud or quiet the music is.
Repetition	Something happens over and over again
Accelerando	when the music becomes faster
Rallentando	when the music becomes slower
Rhythmic Pattern	anything that has a pulse that can be repeated
Riff	a short, repeated phrase usually used as an introduction to a song