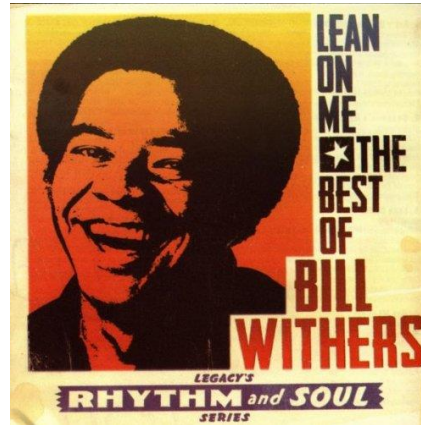


Year 4 Music KCV



Spring 2: Lean on Me



High Frequency Vocabulary	
Listen	Lyrics
Music	Note
Drums	Compose
Solo	Improvise
Dynamics	Chorus
Instrument	Structure
High	Pitch
Tempo	Rhythm
Percussion	Pulse
Melody	Perform

Prior Learning
Children will know about singing, how their voices can sing sounds in various ways, creating various sounds.
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Children will have a basic knowledge about a tempo of a song and how this can change.
Children will have been exposed to songs of some different genres such as hip hop, Afropop, RnB and Latin.
Children will understand what the pitch is and how it can be changed.
Children will have had some experience of improvising, composing, and performing.
Children will have an understanding of how to play the glockenspiel.

Key Concept Questions
Where do soul/gospel songs originate?
What are the differences between soul and reggae music?
What are the common instruments used in soul/gospel music?

Subject Specific Vocabulary	
Notation	Ways to visually represent music.
Composition	A creative work, especially a poem or piece of music.
Backing Vocal	The accompaniment to a song sung by someone.
By ear	The ability of a performing musician to reproduce a piece of music they have heard, without having seen it notated in any form of sheet music.
Unison	Everyone plays or sings the same music at the same time.
Hook	A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in.
Riff	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
Organ	usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals.

Key Learning
By the end of the term children will have gained the following knowledge and skills:
Record their performance and talk about it afterwards. Did they enjoy it? What went well? What could have been better?
Begin to compose a simple piece of music in a soul/gospel genre.
Be able to keep the internal pulse.
Begin to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.

