

Morpeth First School Knowledge Organiser

Topic: Music - Charanga- Lean On Me!	Year group	Term
Lean on Me!	Year 4	Spring 2 6 sessions

Background knowledge

A staff (or stave) is the name given to the five horizontal lines on which we can write music. Musical notes can be placed either on a line (i.e. with a line going through the middle of the note head) or in a space. There are four inside spaces as well as the two outer spaces at the top or bottom. The higher the pitch of the note the higher it will be on the staff. Taking the white notes of a keyboard: each note (A, B, C, D etc.) is placed higher on the stave (line, space, line, space etc.). Just as you read a book from left to right, reading music has five lines and four spaces called the staff. A staff is like a staircase: lower sounding notes are on the bottom, and the higher up the staircase you go, the higher the notes. Think of singing something like Do Ra Mi Fa So La Ti Do and climb the stairs of the staff from left to right at the same time. It's easy to remember the lines of the staff from the bottom to the top by saying, "Every good boy does fine." That represents the notes E, G, B, D, and F. The spaces then fill in the missing letters and are easy to remember because they spell F-A-C-E, or face! If you put them together, you have all the letters from A to G.

What should I already know?

Year 3

- I can use different elements in my composition
- I can create repeated patterns with different instruments
- I can compose melodies and songs
- I can create accompaniments for tunes
- I can combine different sounds to create a specific mood or feeling
- I can improve my work and explain how it has improved

National Curriculum Objectives / Key Skills	The Journey
<p>Compose music using some of the inter-related dimensions of music - tempo, melody, rhythm, and dynamics and form</p> <p>Understand, read and use standard musical notations</p> <p style="color: #0000ff;">I can use standard notation</p> <p style="color: #0000ff;">I can use notations to record compositions in a small group or on my own</p> <p style="color: #0000ff;">I can use notation in a performance</p>	<ol style="list-style-type: none"> 1. I can link rainbow stave basic notation (from Y3) to standard musical notation. Clap out rhythms by reading standard notation. 2. I understand how musical notation is set out on a stave. Put standard notation on a rainbow stave.

I can compose music which meets a specific criteria

I can explain the place of silence and say what effect it has

3. I can use notations to record compositions in a small group or on my own.
4. I know how the dimensions of music (tempo, melody, rhythm, dynamics and form) can change my composition.
5. I can compose music which takes a specified mood into account e.g. 'happy' music or 'sad' music. Explore silence and its effect on the audience. Perform composition on a glockenspiel.
6. I can evaluate and suggest improvements to another group's composition. I can edit my own work and take constructive criticism.





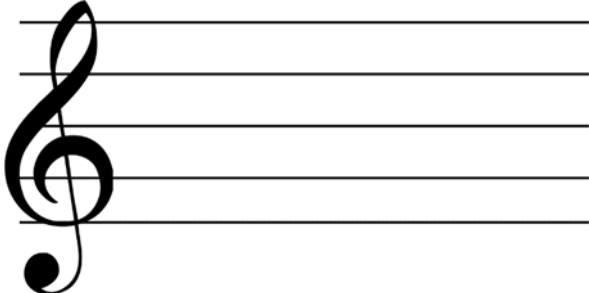
Outcomes

An overview of what children will know / can do

Working towards: I can name some standard notation notes. I can follow the instructions of those in my group. I can offer ideas when composing music with my group. I know what some of the dimensions of music (tempo, melody, rhythm, dynamics and form) are. I know that there is a place for silence in a composition.

Expected: I can use standard notation. I can use notations to record compositions in a small group or on my own. I can use notation in a performance. I can compose music which meets a specific criteria. I can explain the place of silence and say what effect it has. I know how the dimensions of music (tempo, melody, rhythm, dynamics and form) can change my composition.

Exceeding: I can use standard notation confidently and can name all of the different notes. I can lead a group to use notations to record compositions. I can use notation in a performance. I can compose music which meets a specific criteria and incorporate the dimensions of music (tempo, melody, rhythm, dynamics and form) to meet the criteria effectively. I can explain the place of silence and say what effect it has.

Key Vocabulary	Timeline / Diagrams
<p>Tune - a melody that characterises a certain type of music</p> <p>Beat - a rhythm</p> <p>Volume - how loud something is</p> <p>Compose - write or create</p> <p>Perform/Performance - to carry out a task</p> <p>Composition - putting music together</p> <p>Stick notation - a series of written symbols with sticks</p> <p>Musical notation - a series of musical symbols</p> <p>Rhythm - a repeated sound</p> <p>Mood - creating atmosphere</p> <p>Bar - sections in which music is divided</p> <p>Tempo - speed in music</p> <p>Melody - the tune</p> <p>Rhythm - the beat</p> <p>Dynamics - the volume</p> <p>Form - the structure of a musical composition or performance</p> <p>Conductor - a person who directs a performance</p> <p>Notes - a single tone</p> <p>Chords - a group of three or more notes together</p> <p>Percussion instruments - played by striking with hand, stick or by shaking</p> <p>Staff - a set of five parallel lines</p> <p>Rainbow staff - a set of five coloured parallel lines</p> <p>Minim - a half note.</p>	<p>(4 Beats) Semibreve: </p> <p>(2 Beats) Minim: </p> <p>(1 Beat) Crotchet: </p> <p>($\frac{1}{2}$ Beat) Quaver:  quavers are beamed together when there is more than one</p> 

Crotchet - a quarter note.
Quaver - an eighth note.
Semibreve - a whole note.
Rest - absence of a note.
Treble clef -

Key people / places

"Music touches us emotionally, where words alone can't" - Johnny Depp

Assessment questions / outcomes

What are the different notes called and what do they stand for?

How many lines are there on a stave?

What is a stave?

What is tempo/melody/rhythm/dynamics/form?

What are the notes on the lines of the stave?

What are the notes between the lines of the stave?

How can you create a 'happy'/'sad' feeling when playing a glockenspiel?