



Music

Year 4

Term 3

Topic - Stomp

Focus Form: Exploring Rhythm, Timbre and Structure

National Curriculum Objectives:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Aspects:

- Composition
- Instruments
- Improvisation
- Singing
- Notation
- History

Dimensions:

- Structure
- Pitch
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

Prior Learning:

During the unit We will Rock you! Year 3 Term 1 the children learnt about Ostinato patterns. They played rhythm games to help them develop a sense of rhythm and common pulse. They explore rhythm grids and learnt formal notation for crochet, minim, quaver, rest. This notation was further embedded in work in Term 3 on playing the Glockenspiel.
During Term 5 the children learnt how to create sounds from "found instruments" and manipulated and organised these through the use of music editing equipment.

Vocabulary:

rhythm
pulse
ostinato
duration
timbre
structure
layering
organisation

Composition
Formal
Notation
Graphical notation
Movement

Knowledge:

Singing:

To know the term diction and why this is important when singing.

Rhythm/Timbre/structure

To know the difference between rhythm, pulse and ostinato
To know the meaning of the terms structure and timbre in music.
To know how to play instruments in different ways (timbre)

Performance and Composition

To know how to use instruments to create different sounds which can be controlled.

Musical knowledge- Performers

To know facts about a famous performing group (Stomp)

Skills:

Singing:

To sing with control of pitch with expression as part of a group or whole class.
To sing with good diction so the lyrics are clear to the audience.

Listening:

To listen to and appreciate a live performance showing respect to the performers.
To recognise how different musical elements are combined and used expressively.

Rhythm/Timbre/structure

To invent and play ostinato patterns on different junk instruments altering the timbre (different ways of playing)
To understand how different patterns can fit together to create a rhythmic pattern.
To play rhythms to a common pulse and keep in time when others are playing something different.
To copy and recall rhythms from memory.

Performance and composition

To create compositions which use sound expressively using at least 2 instrumental parts and make links between them.
To create a composition which uses movement as well as rhythm

Notation

To notate rhythms using formal and graphical notation.

Musical History:

- Musicians- 20th Century
Stomp <https://www.stomp.co.uk>

End Point:

Whole class Stomp performance with layered rhythms and movement, unison, solo and ensemble.

Cross Curricular Links:

Sequence of Learning

What is Rhythm?

How can found objects be used to create the best sounds?

How do we play together with a sense of a common pulse?

How can movement be added to rhythms?

How can rhythms be layered?

How can I combine the whole class, group and improvised pieces?