

Music Year 4 - Spring

Anglo Saxons— Create a group performances of music to represent pagan Anglo Saxon gods

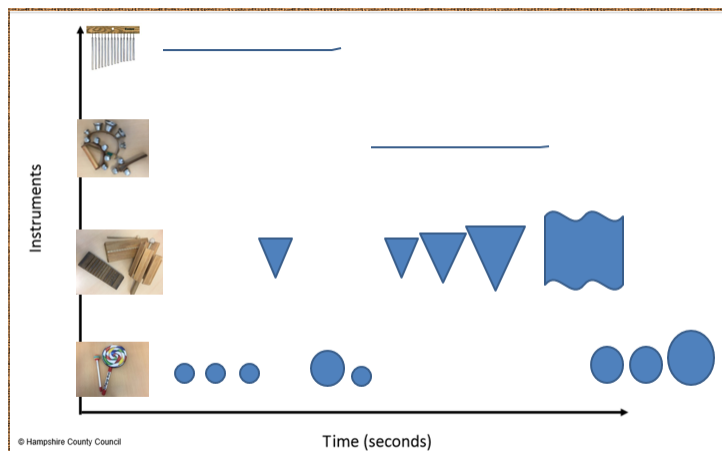


Musical dimensions

Duration
Dynamics
Tempo

Key Vocabulary

tempo	How fast or slow the music is
accelerando	Getting faster
decelerando	Getting slower
dynamics	This is all about how loud or quiet sounds are.
crescendo	Gradually getting louder
Decrescendo/ diminuendo	Gradually getting slower
mood	How the music makes you feel.
ostinato	A short repeated pattern
Graphic notation	Using pictures, signs and symbols to record musical ideas



What key knowledge will I have by the end of this unit?

I know what dynamics are and how they can change in music

I know what tempo is and how it can change in music

I know what metre is and how it rhythms can fit to a steady beat

In Year 3:	In Year 4:	In Year 5:	In Year 6
Dynamics: Identify, use and understand getting louder and quieter in finer gradations Duration: Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre		Duration: Identify and begin to understand more complex rhythm patterns Exploring expressive structures e.g. palindrome	Duration: Identify and understand 8 beat rhythm patterns and 8 metre

What key skills will I have by the end of this unit?

- I can use graphic notation to indicate a change in dynamics and tempo
- I can start to develop rehearsal and practice routines and strategies
- I can perform a piece of music that represents an Anglos Saxon God