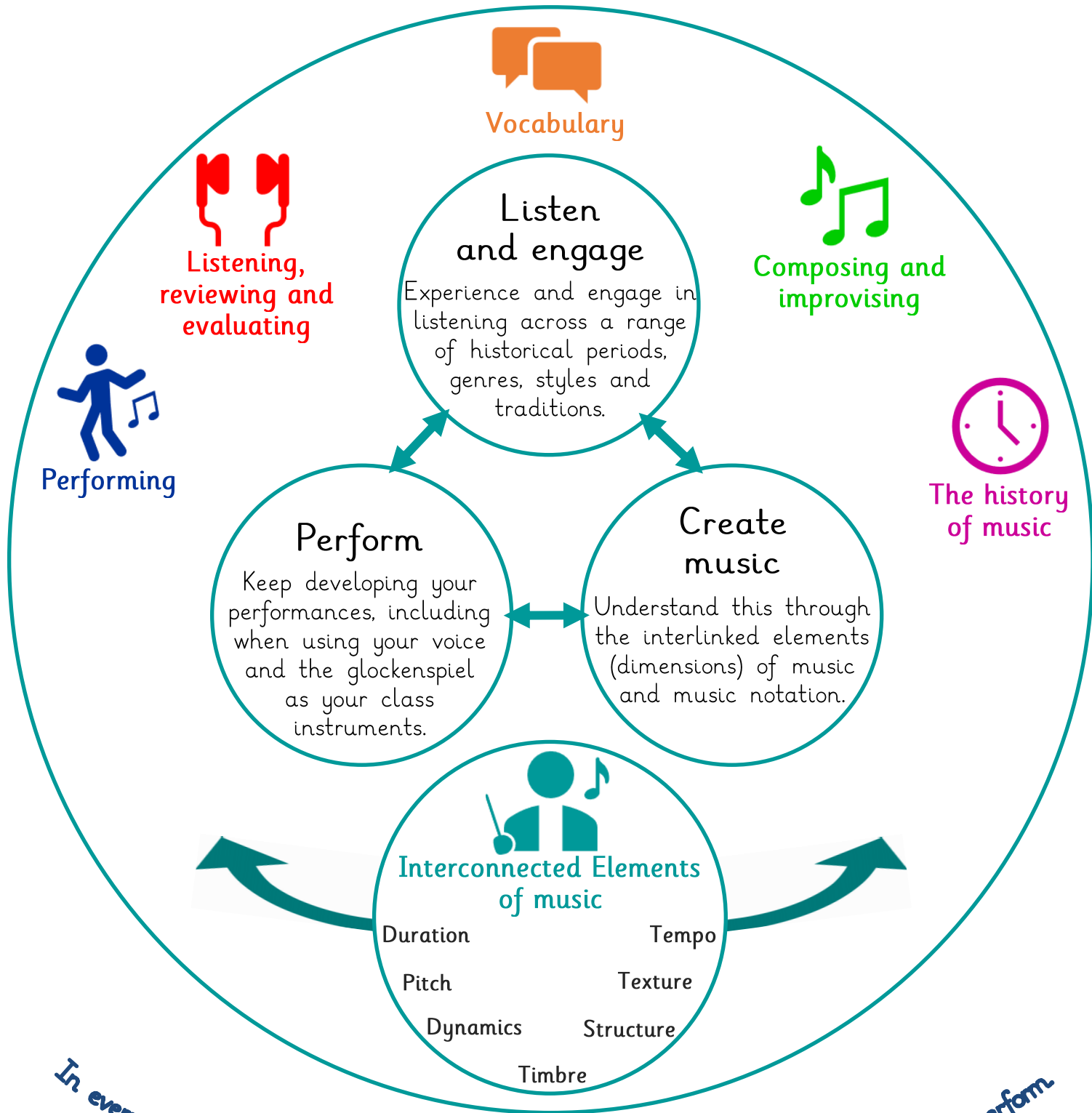




Berkswich CE Music Curriculum

Year Four, Autumn One



In every unit in music, we listen and respond to music, and we create and perform. We understand and explore how the interconnected elements help us to enjoy, review, compose and evaluate music.

Understanding and using the interconnected elements of music.

Throughout our music units and lessons we will be learning about, and using, **the interconnected elements (dimensions) of music**. These will be visited again and again to help us to understand how music is created and how it can communicate ideas and feeling effectively.



The Interconnected Elements (Dimensions) of Music

Duration

- ➔ The length of the beats making up the music.
- ➔ In a melody, notes are played for different lengths of time (durations).

Pitch

- ➔ The pitch of a sound is how high or low the sound is.
- ➔ This is to do with how tight or loose the sound waves are.

Dynamics

- ➔ This is to do with the volume of the music and it can affect the way the listener feels. For example, it could be loud (forte), medium quiet (mezzo piano) or soft (piano).
- ➔ It can go from quiet to loud (crescendo) or loud to quiet (diminuendo).

Timbre

- ➔ This is the quality of sound of an instrument. For example, a flute can be light, smooth and airy. A saxophone can be smooth, rich and full. Instruments in the same family can have different timbres.
- ➔ Timbres can affect the mood of the music.

Structure

- ➔ This is about how the music is organised into different sections.
- ➔ Structure is the order in which different sections of a piece of music are played; this can be represented by letters (e.g. ABAB or ABABC).

Texture

- ➔ This is about how many layers of sound the music has.
- ➔ Texture can be thick or thin, busy or sparse, and so on.
- ➔ Texture depends on how many instruments there are, the timbre of the instruments playing and how many different parts there are at the same time.

Tempo

- ➔ This is how fast the music is. Is it fast (allegro)? Is it slow (adagio)? Is it walking pace (andante)? Music can speed up (accel.) or slow down (rall. or rit.).
- ➔ In an orchestra, the conductor is responsible for keeping the musicians in tempo.

The interconnected elements (dimensions) of music are important parts of performing, listening, composing and learning about the history of music.

Performing



We will develop our performance skills and help others to become more confident and accurate through careful guidance. We will keep improving our voice as an instrument and learn to play the glockenspiel. We will perform in front of a variety of audiences inside and outside of school.

Listening, reviewing and analysing



We will listen to our music and the music made by others. We use the elements of music to understand music more and to use our listening skills to make improvements to our own compositions and performances.

Vocabulary



In every unit, we will increase our knowledge and use of music vocabulary to communicate our ideas and responses to the music that we listen to and play.

Composing



We use the interconnected elements of music to help us to understand music and compose our own. We will learn ways of writing musical ideas down and learn how to follow musical notation.

The history of music



We will listen to, and think carefully about, music across a range of historical periods, styles and traditions - there will be so much to enjoy. Listening will help us in our compositions and evaluations.

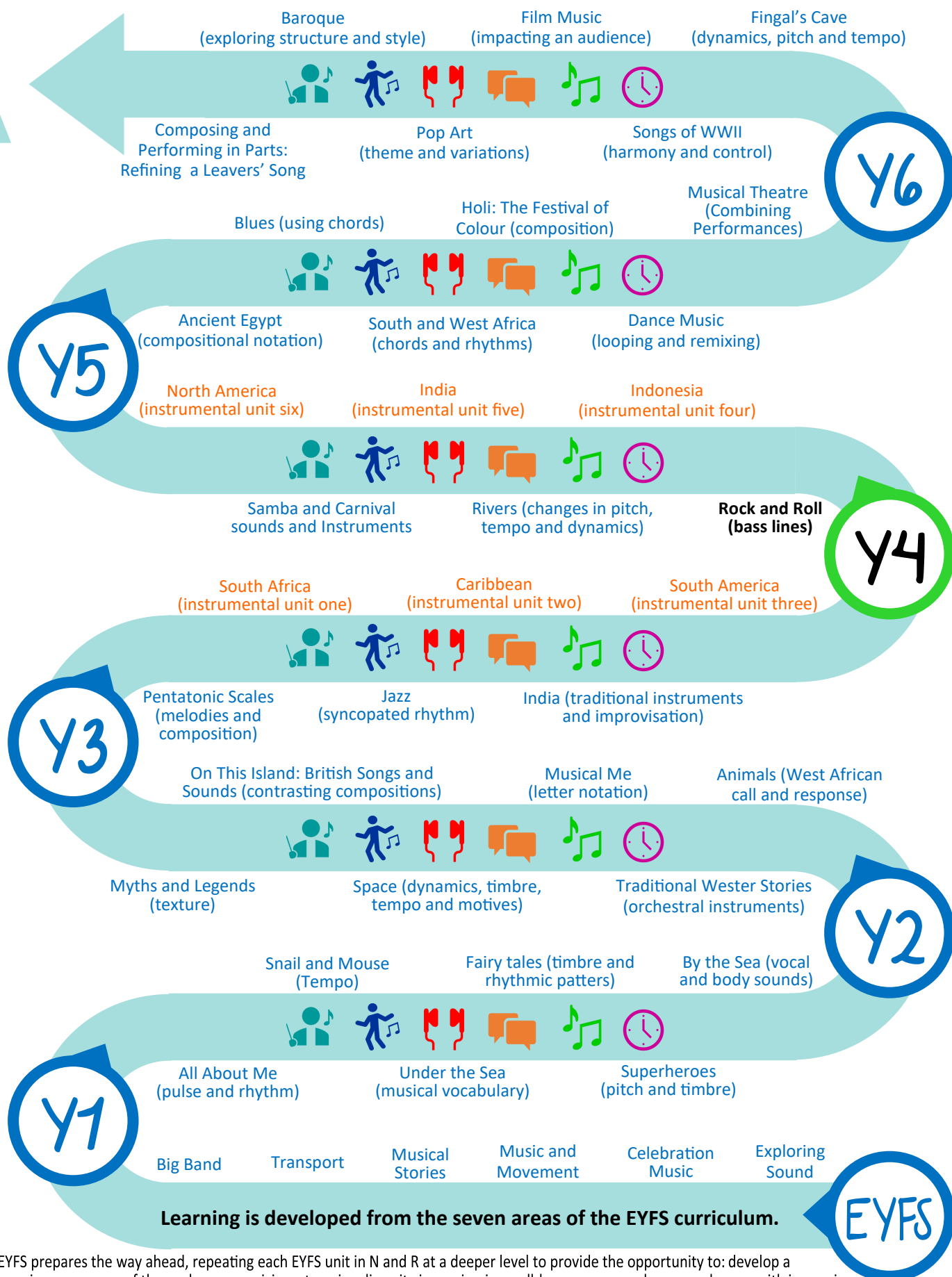


My Berkswich CE Music Journey

-  Performing
-  Listening
-  Vocabulary
-  Composing and Improvising

-  History of music
-  Interconnected elements of music help us with all of the key ideas (duration, pitch, dynamics, timbre, structure, texture and tempo)

Listen and engage, perform and create music.



EYFS prepares the way ahead, repeating each EYFS unit in N and R at a deeper level to provide the opportunity to: develop a growing awareness of themselves as musicians, to enjoy diversity in music, sing well-known nursery rhymes and songs with increasing accuracy, perform with others and enjoying moving in time. Children develop a wide musical vocabulary and an enjoyment of making their own music. EYFS learning opportunities provides a structure in which to develop learning into Key Stage One and beyond.

Year Three: Rock and Roll

Walking bass line



- In this unit, I will:
- perform the hand jive hand actions in sequence and in time with the music.
 - sing in tune and perform my actions in time.
 - play the notes of the walking bass in the correct sequence.
 - independently play my part with some awareness of the other performers.
 - be persistent and keep rehearsing when I need to.



Rock and roll was created in America in the 1950s after the war, and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling', which was used by mariners to explain the movement of a ship. This movement influenced the dance steps.

Rock and roll stems from jazz, gospel and blues music, and uses the blues structure and chords. It often has a fast temp with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

Glossary	
Bass line	The lowest part of the music, played by a bass or bass guitar in rock and roll.
Dynamics	The volume of the notes. This often changes throughout a piece of music.
Hand jive	A rock and roll dance where you move your hands a lot.
In time	Playing or singing at the same speed as the music.
In tune	Singing or playing with the correct pitch.
Notation	The way that music is written, so that others can play it.
Pitch	How high or low a note sounds.
Tempo	The speed or pace of the music. It can change throughout a piece of music.
Walking bass	A bass line that moves step-by-step, using pitches that are next to each other.



Tuned Percussion instruments



Electric bass



Drum



Double bass



Electric guitar