

ST GEORGE'S CATHOLIC SCHOOL



St George's Catholic School Music Curriculum Year 4 Haiku

Year 4	Title of the unit: Haiku
National Curriculum Objectives	Key vocabulary and knowledge
<p>To describe the festival of Hanami using words and sounds.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To represent a blossom tree using sounds</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>To identify different musical features To use descriptive vocabulary.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn</p>	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Hanami ● Cherry blossom ● Pitch ● Sound ● Glissando ● Pizzicato ● Composer ● Composition ● Col legno ● Haiku ● Syllables ● Melody ● Haiku ● Melody ● Dynamics ● Tempo <p><u>Reading Links</u> Literacy and Language Poetry topic : My Sari and Balloons</p> <p><u>Previous Learning</u> <u>Year 3</u></p>

from different traditions and from great composers and musicians.

To work as a group to create a piece of music to celebrate Hanami

Improvise and compose music for a range of purposes using the interrelated dimensions of music

To perform a piece of music to celebrate Hanami

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Chris Quigley

Sing from memory with accurate pitch.

- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Play notes on an instrument with care so that they are clear.

Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.

Year 3

Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world, and different times, have different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Recognising and beginning to discuss changes within a piece of music.

Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.

Future Learning

Year 5

Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary.

- Perform with control and awareness of others.

Compose and perform melodic songs.

- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Create accompaniments for tunes.
- Use drones as accompaniments.
- Choose, order, combine and control sounds to create an effect.
- Use digital technologies to compose pieces of music.

Devise non-standard symbols to indicate when to play and rest.

- Recognise the notes EGBDF and FACE on the musical stave.
- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

- Evaluate music using musical vocabulary to identify areas of likes and dislikes.

Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency

Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.

Lesson 1

Children learn about the Japanese spring blossom festival and come up with descriptive vocabulary for what they could see, feel, hear and smell.

Lesson 2

Create sounds to match the descriptive words from lesson 1. Compose a spring blossom sound track using percussion.

Lesson 3

Using words from lesson 1, compose a haiku. Link to Literacy.

Lesson 4

Compose a melody to accompany the haiku.
Record notes.

Lesson 5

Sing haiku to melody with accompanying sound effects.

- Understand layers of sounds and discuss their effect on mood and feelings.

Year (End of Year Expectations)

Use descriptive language to create a haiku that can be sung to an original melody with accompanying percussion which is performed to the class.

