

ST GEORGE'S CATHOLIC SCHOOL



St George's Catholic School Music Curriculum Year 4 Rock and Roll

Year 4	Title of the unit: Rock and Roll
National Curriculum Objectives	Key vocabulary and knowledge
<p>To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music</p> <p>Develop an understanding of the history of music. 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>To be able to perform with a sense of style</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To be able to perform with a sense of style</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><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Rock and Roll ● Hand jive ● 1950's ● Tempo ● Dynamic ● Rock and Roll ● Notation ● Style <p><u>Reading Links</u></p> <p><u>Previous Learning</u> <u>Year 3</u></p> <p>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.</p> <p>Year 3</p> <p>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</p>

<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To be able to play a rock and roll bass line</p> <p>Use and understand staff and other musical notations</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> <ul style="list-style-type: none"> ● To be able to play a rock and roll piece of music ● Use and understand staff and other musical notations. ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ● Listen with attention to detail and recall sounds with increasing aural memory. 	<p>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.</p> <p>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.</p> <p><u>Future Learning</u></p> <p>Year 5</p> <p>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.</p> <p>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</p> <p>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</p>
---	--

<p>Chris Quigley</p> <p>Sing from memory with accurate pitch.</p> <ul style="list-style-type: none"> • 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. • Perform with control and awareness of others. <p>Compose and perform melodic songs.</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p> <p>Lesson 1</p> <p>To understand the history of rock and roll music To be able to stay in time to a piece of rock and roll music To know where rock and roll music came from To list the main instruments used in rock and roll To move in time to the music and perform a hand jive</p> <p>Lesson 2</p> <p>To be able to perform with a sense of style To accurately sing in a small group To sing in time To sing in tune To sing Rock Around the Clock and perform hand jive movements</p> <p>Lesson 3</p> <p>To be able to perform with a sense of style To play tuned percussion instruments (glockenspiel or keyboard) To read musical notation To play Walking the Baseline.</p> <p>Lesson 4</p> <p>Play and perform a rock and roll bass line using musical notation To be able to play a rock and roll bass line To understand different musical notation To play a walking bass line accurately To play a bass line in time</p>
---	---

<p>Devise non-standard symbols to indicate when to play and rest.</p> <ul style="list-style-type: none"> • 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. <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<p>Lesson 5</p> <p>Play and perform Rock Around the Clock taking different performing roles of singing, actions and percussion.</p> <p>To be able to play a rock and roll piece of music on tuned and untuned percussion instruments</p> <p>To keep in time</p> <p>To perform my own part with accuracy</p> <p>To play as part of a group</p>
---	---

Year (End of Year Expectations)

- To know the features of Rock and Roll music
- To perform the Hand Jive and Rock Around the Clock
- To be able to read music
- To be able to perform a walking bass line
- To be able to perform a part as a class