**Music – Summer Yr 3 / 4**

**Haiku music and performance**

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| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1 and in instrument lessons.  Prior learning will be knowledge of the terms pitch, dynamics and tempo as well as being able to play in time with others. The children will also need to know how to represent music in written/graphic form. | | |
| Key vocabulary for this unit | | |
| Hanami  cherry blossom  pitch  sound  glissando  pizzicato  composer | | composition  col legno  haiku  syllables  melody  dynamics  tempo |
| Learning Sequence | | |
| **Describing blossom** | * To describe the festival of Hanami using words and sounds. | |
| **Sounds of blossom** | * To represent a blossom tree using sounds. | |
| **Blossom haiku** | * To identify different musical features. | |
| **Haiku melodies** | * To work as a group to create a piece of music to celebrate Hanami. | |
| **Haiku performance** | * To perform a piece of music to celebrate Hanami. | |
| Assessment milestones | | |
| **Working Musically:**   * To develop melodies using rhythmic variation, transposition, inversion and looping. * To use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. * To sing and play in time with peers with accuracy and awareness of their part in the group performance. | | **Music Knowledge:**   * To know that a glissando in music means a sliding effect played on instruments or made by your voice. * To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music. |

Caribbean (Instrumental Lessons)

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| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1 and in previous instrument lessons.  Prior learning will be knowledge of the terms pitch, dynamics and tempo as well as the length and note form of minims, crochets and semibreves as well as knowledge of playing the glockenspiel. | | |
| Key vocabulary for this unit | | |
| Calypso  Kaiso  Steel pan  Quavers | | Crochet  Semibreve  Minim  Pentatonic scale |
| Learning Sequence | | |
| **What is Calypso?** | * To understand the main features of Calypso music. | |
| **What’s the story?** | * To improvise a vocal part in the style of a Calypso. | |
| **Instrumental Calypso** | * To understand how and why percussion instruments can be used in Calypso music. | |
| **Calypso quavers** | * To recognise and perform quavers from staff notation. | |
| **Pentatonic Calypso** | * To improvise in a Calypso style using a pentatonic scale. | |
| Assessment milestones | | |
| **Working Musically:**   * To recognise and play pairs of quavers in context. * To create a pentatonic improvisation using mainly one beat notes. | | **Music Knowledge:**   * To name some key features of Calypso music. |