Coleman Primary School
Year 4 Summer 1 Knowledge Organiser
Music—Rhythm

You will learn...

- that music can be created entirely through body percussion and vocals
- to create and perform different rhythms and play them confidently
- the differences between minims, crotchets, paired quavers and rests

Key Vocabulary: Rhythm

canon: a piece in which two or more parts play the same musical idea at different times	**minim:** a two beat note
crotchet: a one beat note	**paired quavers:** two quavrs, half a beat each, which together equals one beat
crotchet rest: a one beat rest	**pentatonic scale:** a five note scale of notes 1, 2, 3, 5 and 6 of a scale
graphic notation: using non-standard symbols to represent music	**phrase:** a 'musical sentence' created by a series of notes
improvise: composing music while performing it without notation	**rhythm:** a pattern of sounds played through time, formed by notes
melody: a group of notes played one after another to make a tune (melody)	**round:** a song in which singers sing the same melody at different times

Musical Notation

crotchet
1 beat
Ta

crotchet rest
1 beat
Shh

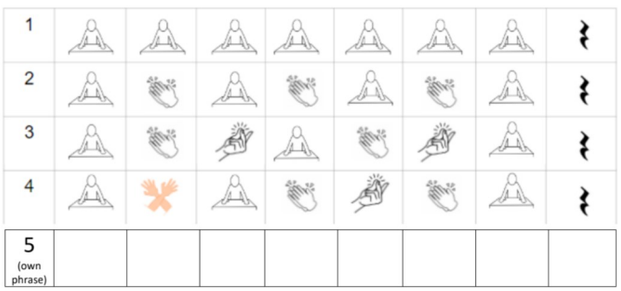
paired quavers
1 beat (½ + ½)
Ti-ti

minim
2 beats
Ta-a

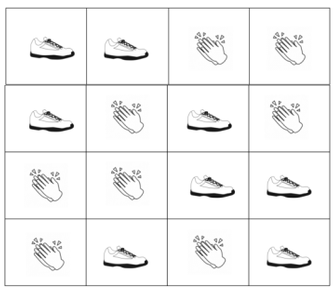
Creating rhythms using body parts

We will learn **rhythm** patterns that we can play using body parts. We will play some of them in **canon** and write our own **phrases** using **graphic notation**.

We will also create a **melody** for given **rhythm** patterns using a **pentatonic scale**.



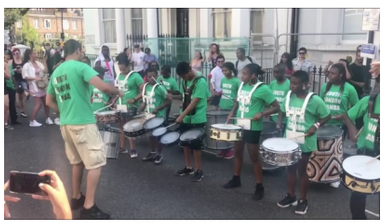
Sevens



Stamp and Clap

Examples we will listen to

We will listen to different pieces of music to identify the **rhythm** and the ways the **rhythms** are created.



South London Samba Band

These two pieces of music use traditional and unusual instruments.

Stomp—Dustbin Lids

Anna Meredith—HandsFree

These two pieces of music use voices and body parts.

Walk Off The Earth—Trouble

Music Skills Progression

In Year Three you learnt to...

- Sing fluently in unison and pitch match accurately.
- Maintain your own part when singing a song with more than one part.
- Use expression, dynamics and actions to enhance your vocal performance
- Comment on your own and other people's performances using yr 3 vocabulary.

In Year Four you will...

- Sing with an awareness of breathing and pronunciation.
- Sing fluently in unison or parts and pitch match accurately.
- Maintain your own part when singing in multiple parts, accurately following performance directions.
- Use graphic notation to create a melody
- Comment on your own and other people's performances using yr 4 vocabulary.