

Morpeth First School Knowledge Organiser

Topic: Music - Performing	Year group
Mama Mia	Year 4

Background knowledge

Percussion instruments are usually untuned instruments which use beaters, rattles or your hand to create a sound. There is no change in pitch for many of these instruments, e.g. tambourine, bells, cymbals, maracas, bongo drums, cabasas, castanets. Other percussion instruments can be tuned and change pitch, e.g. xylophones, chime bars, gongs. Some percussion instruments, such as cow bells can be either tuned or untuned. Children will be using glockenspiels. These are not to be confused with xylophones as xylophones are wooden and glockenspiels are made of metal. Children are to be given melodies to play as composition will be taught later in the year.

What should I already know?

Year 3
 I can sing in tune with expression
 I can control my singing voice
 I can play clear notes on instruments
 I can perform a simple part rhythmically

National Curriculum Objectives / Key Skills	The Journey
<p>To play and perform in solo and ensemble contexts, using their voices and playing their instruments with some accuracy, control and expression</p> <p><i>I can sing songs from memory with accurate pitch</i></p> <p><i>I can improvise using repeated patterns</i></p> <p><i>I can breathe in the correct place when singing</i></p> <p><i>I know the names of the notes on a glockenspiel</i></p> <p>keyboards</p>	<ol style="list-style-type: none"> 1. To sing a familiar song, focusing on pitch and correct breathing. 2. To sing the same song focusing on control and expression. (volume) 3. To recap the names of percussion instruments. To recap the difference between tuned and untuned instruments. To explore different sounds made using bongo drums e.g. rubbing, finger tips, heel of hand. 4. To perform in a small group using different ways to make sounds on bongo drums. Find an a cappella song on youtube and children to create sounds for backing music.

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| | <ol style="list-style-type: none">5. To learn the names of the notes on a glockenspiel and to play a melody following given notes.6. To perform a given melody on a glockenspiel. |
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Outcomes

An overview of what children will know / can do

Working towards: I can join in with songs and am beginning to show some control. I can name some percussion instruments. I am beginning to identify high and low notes. I can play a given note on a glockenspiel. I can follow the instruction of others within my group. I can explore different sounds on a bongo drum.

Expected: I can sing in tune and with some control and I am beginning to demonstrate correct breathing. I can use percussion instruments to make different sounds and have an awareness of the audience. I understand how to play high and low notes on different instruments. I can play clear notes on a glockenspiel showing an awareness of the melody. I can perform with others.

Exceeding: I always sing in tune and with control. I can breathe in the correct places. I show creativity when singing and using both tuned and untuned instruments. I have a sound understanding of pitch and how to play high and low notes on different instruments. I can make different sounds on percussion instruments and use these in a sequence and use these effectively to accompany a song. I can play a melody on a glockenspiel. I can lead a group to perform to an audience.

Key Vocabulary	Timeline / Diagrams
<p>Song - something performed using the voice.</p> <p>Rhythm - a regular repeated pattern of sound.</p> <p>Instrument - an object used to create sound.</p> <p>Tuned - an instrument which can create sound of different pitches.</p> <p>Untuned - an instrument that has no change in pitch.</p> <p>Percussion - an untuned instrument which uses beaters, rattles or the hand to create sound.</p> <p>Audience - a group of people watching or listening to a performance.</p> <p>High - a high frequency sound which can be described as shrill or piercing.</p> <p>Low - a low frequency sound which can be described as deep or soft.</p> <p>Quiet - making little noise.</p> <p>Loud - making much noise.</p> <p>Volume - loud and quiet.</p> <p>Pitch - high or low.</p> <p>Melody (tune) - a sequence of single notes. A combination of pitch and rhythm.</p> <p>Control - singing with accurate pitch and appropriate volume.</p> <p>Glockenspiel - a percussion instrument with tuned keys.</p> <p>Bongo drum - a pair of open bottomed Afro Cuban drums of different sizes.</p> <p>A cappella - singing without instrumental accompaniment</p>	 <p>The image shows two musical instruments. On the left is a glockenspiel, which consists of a wooden frame with several colorful, tuned metal bars. Two mallets are positioned near the bars. On the right is a pair of bongos, which are two small, open-bottomed drums of different sizes joined together by a wooden bridge.</p>

Key people / places
<p>"How you play a note is just as important as what the note is." Henry Kaiser.</p>

Assessment questions / outcomes

Can you explain what pitch is?

Can you explain why it is important to breathe in the right place?

What is another name for a tune? (melody)

Can you explain what is meant by control whilst singing?

Can you name some percussion instruments?

Can you describe the difference between tuned and untuned?

How do you make different sounds on a bongo drum?

Can you explain how to play high and low notes on a range of instruments?

Can you hear the high and low notes in a melody?

Can you explain what a cappella means?

Do you know the names of the notes on a glockenspiel?