

Year 4 - Rock and Roll

What it looked like last unit



Adapting & transposing motifs: Romans

You have learned about the concept of motifs, developing your skills by adapting and composing them. You will have built on your singing skills to include call and response and used basic staff notation and graphic scores to record compositions.

Vocabulary (definitions)

Adagio - slow (tempo)

Allegro - quick and lively (tempo)

Chords - 2 or 3 notes played together and the 1st, 3rd & 5th notes of a scale

Chromatic - notes a semitone apart, use of the 'black' notes

Crescendo - gradually getting louder (dynamics)

Crotchet - a note lasting for 1 beat

Decrescendo - gradually getting quieter (dynamics)

Duration - how long a note lasts for (crotchet, quaver etc.)

Dynamics - the volume (piano, forte etc.)

Forte (f) - musical term for loud

Hand jive - dance associated with 1950's music

Ostinato - a repeated pattern or phrase, usually rhythm

Piano (p) - musical term for quiet or soft

Pitch - how high or low a note is (A, D etc.)

What it looks like in the next unit

**MUSICAL
THEATRE**

Musical Theatre

You will learn that singing, dancing and acting can be combined and explore how music can tell a story. You will develop your understanding of the history of music and build up your compositional skills.

Sequence of Learning

1. To understand the history of rock and roll music
To be able to stay in time to a piece of rock and roll music
2. To be able to perform with a sense of style
3. To be able to play a walking bass line
4. To be able to play and perform a rock and roll bass line
5. To be able to play a rock and roll piece of music
6. To be able to perform a rock and roll piece of music

Year 4 - Rock and Roll

Quaver - a note lasting for 1/2 beat
Rock and Roll - style of music most popular in the 1950's
Semi-breve - a note lasting for 4 beats
Semi quaver - a note lasting for 1/4 beat
Structure - the order of the different sections
Tempo - the musical term for the speed of a piece of music
Texture - the amount of different layers or parts
Timbre - the sound quality (reedy, silvery etc.)
Time signature - the number of beats (and type) in a bar
Walking bass line - creates feeling of crotchet beats;
bass/low notes; often 'walking' higher and lower in pitch

Cultural Capital

Exposure to music of the 1950's, including the history; playing musical instruments; exposure to musical vocabulary; performing to peers and/or parents

Other Links

Year 3 Pentatonic melodies & composition, Year 4 Blues, Year 5 Looping and remixing: Dance Music, Year 5 Musical Theatre, Year 6 Composing notation: Egyptians, Year 6 Songs of World War 2

Curriculum Strands:

Performing

Listening

History of Music

Composing

Notation

Inter-related dimensions of Music:

Pitch - how high or low a note is (A, D etc.)

Duration - how long a note lasts for (crotchet, quaver etc.)

Dynamics - the volume (piano, forte etc.)

Tempo - the speed (allegro, largo etc.)

Timbre - the sound quality (reedy, silvery etc.)

Texture - the amount of different layers or parts

Structure - the order of the different sections (verse, chorus etc.)