



Lodge Farm Primary School- Knowledge Organiser



Music Topic: Stop!

Year: 4 **Term:** Spring 1

Key Knowledge/Content:

- **Listen and Appraise-** identify the style of the song and instrument/voices that can be heard.
- **Musical activities-** Listen to the four rhythms/pitch patterns and clap/sing back.
- **Improvise-** using instruments, listen and play their own answer using two notes (C and D).
- **Compose-** create lyrics for a rap.
- **Performance-** perform and share the song.

Key vocabulary with definition:

Prior vocabulary:

- Pulse- a steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Dynamics – how loud or quiet the music is.
- Tempo – the speed of the music; fast or slow or in-between.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Improvise- to create music on the spot.
- Compose- to write music.
- Rap- a song that is spoken and not sung.

New vocabulary:

- Lyrics- the words to a song.
- Synthesizers- an electronic machine that produces speech, music, or other sounds.
- Solo- a piece of music written to be performed by one voice or one instrument.

Links to:

Prior learning:

To begin to think about what the words of a song means.

Future learning:

To describe how lyrics often reflect the cultural context of music.

By the end of this unit:

All children can: identify the structure and style of a song; **create** their own lyrics based around a theme; and **contribute** to a performance by singing, playing an instrumental part, improvising or by performing their composition.

Most children can: identify and name instruments/voices and **invent** rhythmic and melodic patterns.

Some children can: identify tempo changes, changes in dynamics and texture and **read** notation- C and G.

Background understanding for teachers and parents:

This unit is focused around one song, Stop!, a rap/song about bullying. Children will learn about the interrelated dimensions of music through games and singing. They will also create their own lyrics.

Curriculum Driver (one):

Healthy Lifestyles

Evidence outcome:

To increase children's confidence and self-esteem in order to improve their well-being and mental health.