

Year 4 Music: Glockenspiel 2



Curriculum Key Question: How can I express myself?

Topic: How rotten were the Romans?

To explore pulse in music. To learn and play E, F and G on a glockenspiel.

To explore rhythm and pitch in music. To learn and play C,D,E,F on a glockenspiel.

To explore timings in music. To learn and play C,D,E,F,G on a glockenspiel.

To review and play C,D,E,F,G on a glockenspiel. To listen, respond and play along to different music.

To play C,D,E,F with complex rhythmic patterns. To improvise with a glockenspiel and play along to music.

To compose own piece of music using all notes and rest. To perform the end-of-unit performance.

Key Vocabulary (including definition)

Pulse/beat: The heartbeat or steady beat of a song/piece of music.

Rhythm: A musical dimension that describes the combination of long and short sounds to make patterns.

Pitch: A musical dimension that describes the range of high and low sounds.

Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.

Composing: Creating and developing musical ideas and 'fixing' them.

Dynamics: A musical dimension indicating how loudly or quietly the music is being played.

Melody: Another name for tune.

Tempo: A musical dimension that describes how fast or slowly the music is played.

Texture : A musical dimension that describes the layers of sound in music.

1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions



What should I already know?

To think about the message of songs.
When you talk try to use musical words.
To listen to the group when singing.
To demonstrate a good singing posture.
Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts
Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
To choose what to perform and create a programme.
To communicate the meaning of the words and clearly articulate them.

Skills I will develop:

To identify and move to the pulse with ease.
Talk about the music and how it makes you feel, using musical language to describe the music.
To sing in unison and to sing backing vocals.
To listen to each other and be aware of how you fit into the group.
To sing with awareness of being 'in tune'.
To play a musical instrument with the correct technique within the context of the Unit song.
To rehearse and perform their part within the context of the Unit song.
To improvise using instruments in the context of a song to be performed.
To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"