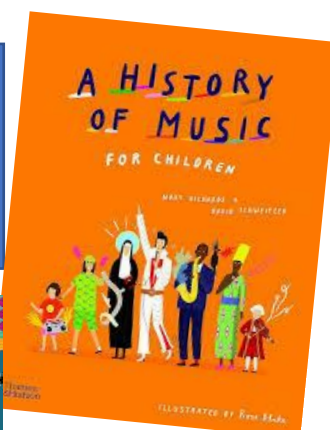
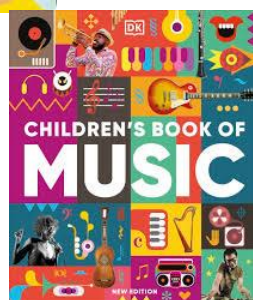


Books to help
me learn
even more.



End points

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.

Y4 – Adapting and transposing motifs



Musical style: Motifs

Using Roman mosaics to explore musical motifs.



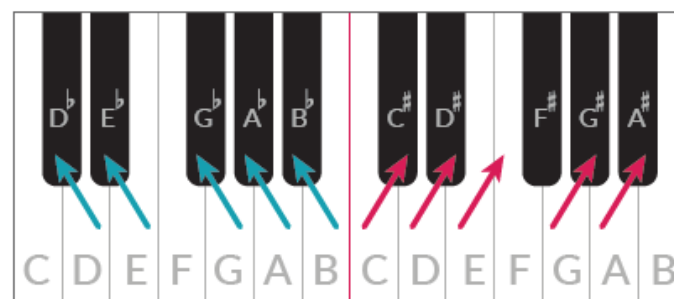
Romans

Key facts

Did you know? The sharp and flat keys are the black keys on a piano and the top row of keys on a glockenspiel.

Sharp keys

A sharp indicates a higher pitch in the music.



Flat keys

A flat indicates a lower pitch in the music.

Key Vocabulary

Vocabulary

Motif A short repeated pattern of notes.

Ostinato A repeating musical pattern.

Riff A short repeated phrase in pop music and jazz.

Rhythm A pattern of long and short sounds (and silences) within a piece of music.

Backing track A recorded musical accompaniment.

Transpose Move a whole tune or piece of music up or down in key by starting it on a different note.

Sharp notes



Notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff.

Flat notes



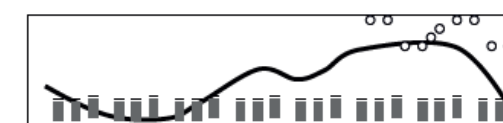
Notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff.

Notation

The way that music is written so that others can play it.

Graphic score

A way of writing music down using pictures or symbols, rather than standard music notation.



Letter notation

Writing the notes in a melody using letters.



Rhythmic notation

A way of writing musical notes so that the duration of each note is clear.



Disciplinary knowledge		Prompts to deepen thinking
Singing	Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school as a choir.	
Listening and appraisal	Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre. Sometimes place songs in their historical context. Recognise a wider variety of musical instruments. Discuss how a piece of music makes me feel.	
Composing	Understand that if we write down our improvisations, they become composition. Improvise confidently on the instrument they are learning (Samba /percussion/drums). Make up more complex rhythms thinking about the pulse	
Musicianship, performing, pulse, beat, rhythm and pitch	Understand that everyone has a responsibility when performing to an audience. Take on several roles when performing a song (sing and play an instrument). Show the feeling and meaning of a song to the audience. Give feedback about performances using technical language. Understand how to breathe properly whilst singing. Develop facility in the basic skills of a selected musical instrument.	