|  |
| --- |
| Year 4 Music: What is an Orchestra? Autumn One |
| What should I already know? | What knowledge and skills will I learn by the end of this unit? | Key Vocabulary  |
| * I understand the stave, lines and spaces and can use dot notation to show higher or lower pitch
* I understand the differences between crotchets and paired quavers
* I can sing a widening range of unison songs and perform actions to them confidently
* I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
* I can structure musical ideas to create music that has a beginning, middle and end.
* I can copy stepwise melodic phrases with accuracy at different speeds.
 | * I can recognise and identify most of the instruments of the orchestra
* I understand how sound is produced
* I know how families of instruments are grouped in a standard orchestra set up
* I can play a variety of pitched and unpitched instruments and experiment with how they make sounds
* I can clap and copy simple rhythms accurately.
* Diagram  Description automatically generatedI can sing a song with accuracy and perform it in a group with other parts.

  | Pizzicato | Plucking the strings of an instrument rather than using a bow |
| Orchestra | A large group of mixed instruments playing together including strings, woodwinds, brass and percussion |
| Conductor | The leader of the orchestra |
| Embouchure | The mouth shape and strength you need to play a wind or brass instrument |
| Reed | A slim piece of cane or bamboo that some wind instruments use to produce sound.  |
| Percussion | Different rhythms or melodies played at the same time as each other |
| Ensemble | Off-beat rhythm patterns |