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| 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 |