

Music

Year 3

Vocab

Year 4

Vocab

I. ELEMENTS OF MUSIC

A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - Recognise a steady beat, accents, and the downbeat; play a steady beat.
 - Move responsively to music (marching, walking, hopping, swaying, etc.).
 - Recognise short and long sounds.
 - Discriminate between fast and slow; gradually slowing down and getting faster.
 - Discriminate between differences in pitch: high and low.
 - Discriminate between loud and soft; gradually increasing and decreasing volume.
 - Understand that melody can move up and down.
 - Hum the melody while listening to music.
 - Echo short rhythms and melodic patterns.
 - Play simple rhythms and melodies.
 - Recognise like and unlike phrases.
 - Recognise timbre (tone colour).
 - Sing unaccompanied, accompanied, and in unison.
 - Recognise verse and refrain.
 - Recognise that musical notes have names.
 - Recognise a scale as a series of notes.
 - Sing the C major scale using ‘do re mi’ etc.

Rhythm
Melody
Harmony
Form
Timbre
Beat
Accent
Volume
Pitch
Rhythm
Phrase
Verse
Chorus
Refrain
Speed

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are *best learned through active practice (singing, clapping rhythms, playing instruments, etc.)*.




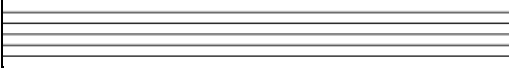
I. ELEMENTS OF MUSIC

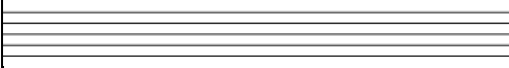
A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
- Recognise a steady beat, accents, and the downbeat; play a steady beat.
- Move responsively to music.
- Recognise short and long sounds.
- Discriminate between fast and slow; gradually slowing down and getting faster.
- Discriminate between differences in pitch: high and low.
- Discriminate between loud and soft; gradually increasing and decreasing volume.
- Understand that melody can move up and down.
- Hum the melody while listening to music.
- Echo short rhythms and melodic patterns.
- Play simple rhythms and melodies.
- Sing unaccompanied, accompanied, and in unison.
- Recognise harmony; sing rounds.
- Recognise verse and refrain.
- Continue work with timbre and phrasing.
- Review names of musical notes; scale as a series of notes; singing the C major scale using ‘do re mi’ etc

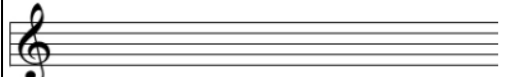
Rhythm
Melody
Harmony
Form
Timbre
Accents
Beat
Pitch
Volume
Round
Refrain
Verse
Chorus
Notes
C Major




B. NOTATION

- Review the following notation:
 - Crotchet 
 - Minim 
 - Semi-breve 
- Understand the following notation:
 - Stave 



- Treble clef and names of lines and spaces in the treble clef




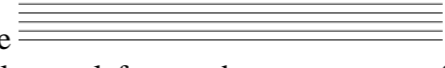






- Crotchet rest: silent for one beat 
- Minim rest: silent for two beats 
- Semibreve rest: silent for four beats 

Crotchet
Minim
Semi-breve
Stave
Treble clef
Rest

B. NOTATION

Review the following notation

- Crotchet 
- Minim 
- Semi-breve 
- Stave 
- Treble clef and names of lines and spaces in the treble clef 
- Crotchet rest 
- Minim rest 
- Semibreve rest 






Crotchet
Minim
Semi-brave
Stave
Treble clef
Rest
Bar line
Staff
Quaver
Time signatures (4/4, 2/4, 3/4)
Very soft
Soft
Loud
Very loud

LISTENING AND UNDERSTANDING

Teachers: Expose children to a wide range of music, including children’s music, popular instrumental music, and music from various cultures. [In Year 4, students will take a closer look at the brass and woodwind families.]

Understand the following notation

- Bar line, dividing the staff into measures

<p>A. MANY KINDS OF MUSIC</p> <ul style="list-style-type: none"> • Patriotic music • Folk Music • Classical Music <p>B. COMPOSERS AND THEIR MUSIC</p> <p>Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:</p> <ul style="list-style-type: none"> • Antonio Vivaldi, <i>The Four Seasons</i> • Johann Sebastian Bach, <i>Minuet in G major</i> (collected by Bach in the <i>Anna Magdalena Notebook</i>); <i>Jesu, Joy of Man's Desiring</i>; <i>Toccatina and Fugue in D minor</i> • Ludwig van Beethoven, <i>Symphony No. 6 ('Pastoral')</i>: first movement and from final movement, 'Thunderstorm' to end of symphony <p>A. THE ORCHESTRA</p> <ul style="list-style-type: none"> • Review families of instruments: strings, brass, woodwinds, percussion. • Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to <ul style="list-style-type: none"> ▪ Camille Saint-Saëns, from <i>Carnival of the Animals</i>: 'The Swan' (cello) and 'Elephants' (double bass) ▪ Antonio Vivaldi, <i>The Four Seasons</i> (see below, Composers and Their Music) • Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, <i>Toccatina for percussion</i>, third movement. <p>[If you have recordings or other resources, also introduce African drumming and Latin American music with percussion.]</p> <p>B. KEYBOARD INSTRUMENTS</p> <ul style="list-style-type: none"> • Recognise that the piano and organ are keyboard instruments, and listen to a variety of keyboard music, including: <ul style="list-style-type: none"> ▪ Wolfgang Amadeus Mozart, <i>Rondo Alla Turca</i> from <i>Piano Sonata K. 331</i> ▪ Ludwig van Beethoven, <i>Für Elise</i> ▪ Felix Mendelssohn, <i>Spring Song</i> from <i>Songs without Words</i> <p>[See also below, Composers and Their Music, Bach, <i>Toccatina and Fugue in D minor</i> (organ).]</p>	<p>Folk Classical Patriotic</p> <p>Symphony String family Brass Woodwind Percussion Violin Viola Cello Double Bass Percussion family Timpani Xylophone Maracas Symbols Tambourine Keyboard Piano Organ Keys Pedal Harpichord</p>	 <ul style="list-style-type: none"> • Quaver: the length of half a crotchet  • Time signature: 4/4 quadruple time, as in four crotchet beats  • Time signature: 2/4 duple time, as in two crotchet beats  • Time signature: 3/4 triple time, as in three crotchet beats  • Soft: <i>p</i> • Very soft: <i>pp</i> • Loud: <i>f</i> • Very loud: <i>ff</i> 	
<p>SONGS</p> <ul style="list-style-type: none"> • Bobby Shaftoe • Clementine • Do-Re-Mi (Richard Rodgers and Oscar Hammerstein II, for the musical <i>The Sound of Music</i>) • The Happy Wanderer (words by Florenz Siegesmund, English translation by Antonia Ridge, music by Friedrich Wilhelm Möller) • The Hippopotamus Song (also known for its chorus: Mud, Mud, Glorious Mud) (Michael Flanders and Donald Swann) • Oranges and Lemons • Who Killed Cock Robin? 		<p>II. LISTENING AND UNDERSTANDING</p> <p>Teachers: Expose children to a wide range of music, including children's music, popular instrumental music and music from various cultures</p> <p>[See below, re brass instruments, Composers and Their Music: Aaron Copland's <i>Fanfare for the Common Man</i>, and Edward Elgar, <i>Pomp and Circumstance March No. 4</i>. See also English Language and Literature 4: William Tell.]</p> <p>A. THE ORCHESTRA</p> <ul style="list-style-type: none"> • Review families of instruments: strings, brass, woodwinds, percussion. • Become familiar with brass instruments—trumpet, French horn, trombone, tuba—and listen to: <ul style="list-style-type: none"> • Gioacchino Rossini, <i>William Tell Overture</i>, finale (trumpet) • Wolfgang Amadeus Mozart, selections from the <i>Horn Concertos</i> (French horn) • Become familiar with woodwind instruments—flute and piccolo (no reeds), clarinet, oboe, bassoon <ul style="list-style-type: none"> • (with reeds)—and listen to: <ul style="list-style-type: none"> • Claude Debussy, <i>Prelude to the Afternoon of a Faun</i> (flute) • Opening of George Gershwin, <i>Rhapsody in Blue</i> (clarinet) • Jean Sibelius, <i>The Swan Of Tuonela</i> (cor anglais) <p>B. COMPOSERS AND THEIR MUSIC</p> <p>Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:</p> <ul style="list-style-type: none"> • Peter Tchaikovsky, <i>Suite from Swan Lake</i> • Edward Elgar, <i>Pomp and Circumstance March No. 4</i> • Gustav Holst, <i>Mars, Jupiter and Neptune</i> from <i>The Planets Suite</i> <p>C. MUSICAL CONNECTIONS</p> <p>Teachers: Introduce children to the following in connection with topics in other disciplines:</p> <ul style="list-style-type: none"> • Nikolai Rimsky-Korsakov, part one: <i>The Sea and Sinbad's Ship</i> from <i>Scheherazade</i>, 	<p>Strings Brass Woodwinds Percussion Trumpet French horn Trombone Tuba Clarinet Oboe Bassoon</p>
		<p>III. SONGS</p> <ul style="list-style-type: none"> • Aiken Drum • All Through the Night • Alouette • Annie Laurie • Cockles and Mussels • London's Burning • On Ilkley Moor Baht 'At 	