

Music Autumn 2-Glockenspiel Stage 2

In this unit of work children will build upon their knowledge of what they learnt in Year 3 in Glockenspiel stage 1. They will explore more complex rhythm patterns, revisit and review some of the melodies they learnt in Year 3, as well as learn new ones.

In this unit children will:

- Begin to read musical notation (some children).
- 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.
- Perform and share music.
- Evaluate performances.
- Improvise with the glockenspiels.
- Compose their own music.

Key Vocabulary

- **glockenspiel** – a percussion instrument similar to a xylophone but made with metal plates instead of wood. German word that means, 'play the bells.'
- **Rhythm patterns:** a musical dimension that describes the combination of long and short sounds to make patterns.
- **Compose:** creating and developing musical ideas and 'fixing' them.
- **Melody:** another name for tune.
- **Pulse:** the regular heartbeat of the music; its steady beat.
- **Rhythm:** long and short sounds or patterns that happen over the pulse.
- **Pitch:** high and low sounds.
- **Tempo:** the speed of the music; fast or slow or in-between.
- **Dynamics:** how loud or quiet the music is.
- **Texture:** layers of sound. Layers of sound working together make music very interesting to listen to.

Previous Learning

EYFS: Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responses with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

Year 1: Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Year 2: Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, Ho Ho Ho - a Christmas song, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Round And Round, Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion, Reflect, Rewind and Replay Western Classical Music **Year 3:** Let Your Spirit Fly- R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds-Reggae., Dragon Song- Folk Music, Bring Us Together-Disco Music, Western Classical Music.

Year 4: ABBA 70's/80's music, analysing performance, music from Sweden, the structure of songs.

Key Questions

- What is rhythm and why is it so important?
- How can dynamics change a piece of music?
- What affect can the pitch have on a piece of music?

Key Knowledge

- To know that the rhythm is the long or short sounds in a piece of music and that the rhythm of the music can be influenced by the style/genre.
- To know that the loudness or softness of a piece of music (dynamics) can create interest, feelings and mood.
- To know that the pitch of a piece of music can also affect the overall feeling of the music and impact on the listener/audience's reaction.

