

Prior Learning

Building Blocks:

PUPILS SHOULD BUILD ON KNOWLEDGE BASED ON THE FOLLOWING:

The elements of music.

How to listen and analyse music.

How to create simple musical ideas.

Reading and notating simple musical ideas.

The classical music canon.

Links to other subjects

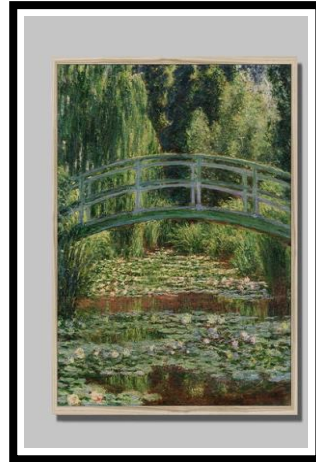
- **Art:** Portraits, Impressionist art and the work of Lowry, Matisse and Hockney.



DBJA Year 4 Music



Music Through Art



How can a musical composition reflect a painting?



Vocabulary

Instrumentation: the instruments playing.

Melody: a tune, played or sung.

Rhythm: patterns of notes.

Pitch: how high or low a note is (frequency of sound).

Dynamics: the volume (how loud/quiet etc. the sound is).

Tempo: the speed of the music.

Structure: how the music has been organised and laid out - sections, e.g., ABA sections.

Motif: a small, musical idea - often recurring.

Accompaniment: music that goes alongside and support the main melody.

Tier 2 vocabulary

Crescendo: getting gradually louder.

Diminuendo: getting gradually quieter.

Legato: playing smoothly.

Staccato: short, spiky notes.

Tonality: the key of the music, e.g. major, minor etc.

KEY SKILLS TAUGHT

- Listen actively, selecting appropriate musical elements, to explain how music has been created.
- Describe how a composition reflects the painting
- Create an original composition based on a painting.

Focused listening: Mussorgsky - *Pictures at an Exhibition*;
Don McLean - *Starry, Starry Night*.

KEY KNOWLEDGE TAUGHT

WALT:

- consider the connections between art and music, thinking about the main differences between both art forms.
- understand and explore how music is created, produced and communicated through the use of elements (melody, pitch, dynamics, tempo, instrumentation and structure).
- use appropriate musical notations.
- use the correct music vocabulary when describing the images/pictures created through music