

Knowledge Organiser

Year: 4

Subject: Music

Unit 5: Blackbird

Overview:

During this sequence of learning, pupils will learn and perform a song by The Beatles called 'Blackbird' that is about Civil Rights. Pupils will also listen to and appraise five other songs by The Beatles and learn about the importance of the band to musical history.

What should I already know?

Songs and Styles

- To know that Gospel is Christian music, usually sung with rich harmony and often with a call and response structure

Appraising

- To be able to identify the structure, instruments and voices of Lean On Me.

Games

- To be able to find and move to the pulse of the music.
- Using glocks and/or recorders, to be able to copy back using up to 2 notes - F + G.

Singing

- To know the correct singing posture.
- To be able to sing with an awareness of 'in tune' and at the correct tempo.

Composition

- To be able to compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A.

Playing

- Using the glockenspiels, to be able to play instrumental parts with the song by ear and/or from notation using up to 4 notes - C, E, F + G.

Improvising

- To be able to improvise using up to 3 notes: F, G + A

Performance

- To be able to communicate the meaning of the words and clearly articulate them
- To make decisions about how a performance will be delivered.

What will I know by the end of the unit?

Songs and Styles

- To revisit pop music through the music of The Beatles:
 - Blackbird
 - Yellow Submarine
 - Hey Jude
 - Can't Buy Me Love
 - Yesterday
 - Let It Be
- The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans.

Vocabulary:

Birdsong

The sound made by birds

Civil rights

The rights of citizens to political and social freedom and equality.

Racism

The belief that different races have characteristics, abilities, or qualities, that make them inferior or superior to one another.

Equality

Being equal, especially in status, rights, or opportunities.

Pentatonic scale

A fixed five-note pattern e.g: the five black keys on a piano.

Unison

Everyone play/sings the same piece of music at the same time

Pulse

The regular heartbeat of the music; its steady beat

Rhythm

A musical dimension that describes the combination of long and short sounds to make patterns.

Pitch

A musical dimension that describes the range of high and low sounds.

Tempo

A musical dimension that describes how fast or slowly the music is played.

Dynamics

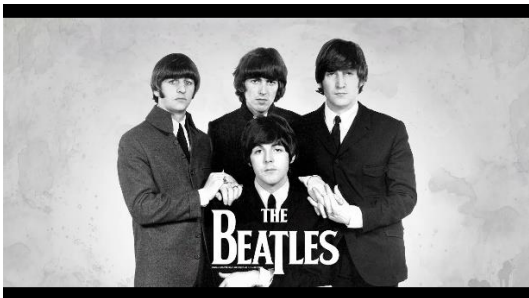


A musical dimension indicating how loudly or quietly the music is being played

Texture

A musical dimension that describes the layers of sound in music.

Structure

How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

<ul style="list-style-type: none"> The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement. <p>Appraising</p> <ul style="list-style-type: none"> To be able to identify the instruments/voices in the music: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. <p>Games</p> <ul style="list-style-type: none"> Using glockenspiels, to be able to play and copy back using up to 2 notes – C + D. <p>Singing</p> <ul style="list-style-type: none"> To be able to sing demonstrating the correct singing posture. To be able to sing with an awareness of 'in tune' and at the correct tempo. <p>Composition</p> <ul style="list-style-type: none"> To be able to compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). <p>Playing</p> <ul style="list-style-type: none"> Using the glockenspiels, to be able to play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. <p>Improvising</p> <ul style="list-style-type: none"> To be able to improvise using up to 3 notes: C, D + E <p>Performance</p> <ul style="list-style-type: none"> To be able to communicate the meaning of the words and clearly articulate them To make decisions about how a performance will be delivered. To perform using improvisation, compositions and instrumental parts. To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed. 	<p>Compose</p> <p>Improvise</p> <p>Hook</p> <p>Riff</p> <p>Melody</p> <p>Solo</p> <p>Acoustic guitar</p> <p>Percussion</p>	<p>Create and develop musical ideas and 'fixing' them</p> <p>To make up a tune and play it on the spot.</p> <p>A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p>A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone</p> <p>Another name for tune</p> <p>An Italian word to describe playing, singing or performing of one person or on our own.</p> <p><u>Instruments</u></p>  
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