



Subject: Music	Year group: 4 Term: Autumn 1	Title: Performing (Tesco for Christmas)
What should I already know? • The importance of warming up our voices. • That songs have lyrics that tell a story. They can be in unison, more than one part, harmonies and have verses, choruses or be call and response. • That songs are different depending on culture. • That tempo is the speed of the song and pitch are the high and low sounds.	Facts I will learn • To know that the content of a performance should vary depending on the audience and the occasion. • To know that songs tell a story. If you articulate your words clearly the meaning will be passed onto the audience. • To know that musical instruments are important in songs too. • To know that instruments are grouped around the sound they make. Percussion, woodwind, string, brass, keyboard. • To know that you need to be planned and confident when performing and consider the best place for people to sit and stand.	Key questions • Can you choose what to perform and create a programme? • Why is it important to communicate the meanings of words, clearly articulating them? • Are voices the only important part of songs? • How are instruments identified and grouped? • How can I be prepared for performance?

Key Skills: • To discuss how a song makes you feel and the message it is trying to relay. • To show an awareness of being in tune. • Sing as part of a group following the lead of a conductor listening to each other. • To have an awareness of pulse internally when singing. • To sing in unison and / or parts.	Experiences that school will provide Opportunity to see a performance with as live orchestra in the form of pantomime. Performing in a group at Tesco for Christmas performance.	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>programme</td><td>A set of linked activities with a long term aim</td></tr><tr><td>articulate</td><td>The ability to speak clearly and to understood</td></tr><tr><td>musical families</td><td>A grouping of many different but related sizes or types of instruments</td></tr><tr><td>unison</td><td>Everyone performs at the same time</td></tr><tr><td>solo</td><td>An Italian word describing performing on your own</td></tr><tr><td>melody / tune</td><td>The tune of the music created by sequences of notes.</td></tr></table>	Key vocab	Definition	programme	A set of linked activities with a long term aim	articulate	The ability to speak clearly and to understood	musical families	A grouping of many different but related sizes or types of instruments	unison	Everyone performs at the same time	solo	An Italian word describing performing on your own	melody / tune	The tune of the music created by sequences of notes.
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Web links: https://www.youtube.com/watch?v=o10drRI3VQ0 https://www.youtube.com/watch?v=wFCcbFtd6Zo	Experiences that could be provided at home Encourage your child to perform for you. It could be as simple as reciting a poem or as extreme as a mini show with costumes.															