

Autumn 2 Year 4 Music Knowledge Organiser

Haiku, music and performance

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Duration	The length of a piece of music		- To know that a glissando in music means a sliding effect played on instruments or made by your voice. - To know that expressive language (like a poem) can be used as inspiration for composing music. - To understand that both instruments and voices can create audio effects that describe something you can see. - To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
Effect	The impact of the music		
Forte	Strong or loud music		
Haiku	A Japanese poem arranged in 5-7-5 pattern		
Piano	A soft-loud piece sound		
Structure	How a song is composed. Normally in a pattern.		
Tempo	The beat	Writing/Provision/ Enrichment opportunities	
		Children to be exposed to different Haikus - discuss their meaning and why they liked or disliked them.	
		Children to perform their Haiku poems in front of an audience	

Presentation	Assessment		
	Describing the festival of Hanami using words and sounds.	Suggesting suitable vocabulary and sounds. Choosing descriptive words to describe Hanami. Using my voice to make the sound of the word match its description.	The ability to suggest suitable vocabulary and sounds- changing their responses depending on the season.
	Representing a blossom tree using sounds. Recognising and naming the musical features (interrelated dimensions of music, eg: tempo, dynamics, timbre).	Recognising, naming and describing the effect of the interrelated dimensions of music, the ability to select instruments and sounds which clearly matched their vocabulary.	Making several suggestions for different sound and word combinations. Explaining what each dimension is describing.
	Identifying different musical features and descriptive vocabulary.	Recognising, naming and describing the effect of the interrelated dimensions of music eg: tempo, dynamics, timbre).	Their ability to create a melody for their haiku. Explaining what each dimension is describing.
	Working as a group to create a piece of music to celebrate Hanami.	The ability to work as a group to create a piece of music.	The ability to take a lead role in a group to create a piece of music, keeping everyone in time.
	Performing a piece of music to celebrate Hanami as part of a group.	Working as a group to perform a piece of music. Singing a melody in tune.	Taking a lead role in a group to perform a piece of music. Playing sound effects at the same time.