



St. Francis Xavier's RC Primary School

Music Unit Guidance and Formative Assessment

Year Group:	Year 4 Autumn	Subject:	Music
Unit:	Learning to play the Ocarina (Autumn 1) Viking saga songs (Autumn 2)	Prerequisite Learning and Curriculum Links	EYFS ELG Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate - try to move in time with music. Year 1 In the Groove; Playing tuned instruments: Glockenspiel and Recorder (2 notes); Use Your Imagination Year 2 South African Music/ Y2 Rock Music Year 3 The Stone Age (composition unit; Glockenspiel Stage 1 Curriculum Links in Current Year Group: History Vikings

ROCKS (Remembering Our Curriculum Knowledge and Skills)	
To know the notes A B D E G on the ocarina and play a recognisable tune. Kum ba yah ("Come by Here") is a spiritual song first recorded in the 1920s.	
To know the duration of the notes minim, crotchet, quaver, breve, semi breve.	
Sibelius' <i>En Saga</i> (meaning 'A saga' or 'Story') from 1892, inspired by Norse mythology.	
Richard Wagner's opera <i>Das Rheingold</i> – part of the 'Ring Cycle' - which also dramatizes Viking mythology.	
'In the Hall of the Mountain King' by Edvard Grieg, from his famous <i>Peer Gynt Suite</i> .	
Great composers: Vivaldi and Saint-Saens	
Progressive Journey:	Skills:
<p>Demonstration of correct hold Notes D E G Recall rhythm and beat Use bells to find the pulse Notes A B Introduce duration Introduce proper names for these notes :- crotchet, quaver, minim, breve, semi breve. Counting of beats. Final performance of Kum ba yah.</p> <p>Viking saga songs: Sibelius' En Saga (meaning 'A saga' or 'Story') from 1892, inspired by Norse mythology. Loki is the narrator for all the story episodes. For this one he goes back to the very beginning, to a time when there was no earth, no sky, no people. He relates how Odin creates the various elements of the Viking world, the main ones being</p>	<p>To treat instruments carefully and with respect.</p> <ul style="list-style-type: none"> ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of a song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. <p>Viking saga songs: Performing skills, controlling sounds Singing with energy; singing with mystery; syncopation; rhythm-patterns. Composing skills, creating and developing ideas •2-note patterns</p> <ul style="list-style-type: none"> •mountain/sea/sky music •shape-shifting music

Jotunheim (home of the giants), Midgard (home for humans) and Asgard (home of the gods).

Richard Wagner's opera *Das Rheingold* – part of the 'Ring Cycle' - which also dramatizes Viking mythology. As the opera draws to a close Donner – one of the gods – calls up a storm and the air clears to reveal Bifrost, the rainbow, forming a bridge to the gods' new home.

The song begins with an echo-chant of Odin's name on two notes, like a horn-call echoing in the hills (*loud, quiet, loud, quiet*). Listen out for three drum-beats to bring you in.

- Each new verse follows this pattern (introducing the name of that realm four times) but some rhythms are different (e.g. Odin, Midgard and Bifrost are *long, long*; Jotunheim and Yggdrasil are *short-short-long*).

The melody for the verse goes up and down, rather like the shape of a mountain. Each new verse describes a different Viking realm, as created by Odin in Viking mythology.

'In the Hall of the Mountain King' by Edvard Grieg, from his famous *Peer Gynt Suite*.

Appraising skills, responding and reviewing Loud and quiet; fast and slow; higher and lower.

Listening and applying knowledge and understanding Listening to a sound-montage; listening to and repeating single phrases; natural sounds; Viking instruments.

To understand musical terms such as faster ('*accelerando*') and louder ('*crescendo*').

Key Vocabulary

Minim, crotchet, quaver, breve, semi breve and value of the notes played : beat tempo

rhythm-patterns, Loud and quiet; fast and slow; higher and lower, shimmering and trembling patterns. chanting word-echoes, Blues style and jazz, scat, faster – *accelerando*, louder-*crescendo*