



St. Francis Xavier's RC Primary School

Music Unit Guidance and Formative Assessment

Year Group:	Year 4 Summer	Subject:	Music
Unit:	The Blackbird Unit	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) Year 1 Use Your Imagination Year 2 South African Music/ Rock Music Year 3 The Stone Age (composition unit); Glockenspiel Stage 1 Year 4 Vikings/Ocarina; Mamma Mia/Volcano compositions Curriculum Links in Current Year Group: Respect and Tolerance
ROCKS (Remembering Our Curriculum Knowledge and Skills)			
To know that in the 1950s and 1960s, the civil rights movement – led by Martin Luther King Jr. – challenged ‘white supremacy.’ After reading about this, Paul McCartney wrote this song Blackbird about civil rights for African Americans. It is about a black woman, in support of the Black Power Movement.			
To listen to and appraise the following songs by The Beatles: Yellow Submarine, Hey Jude, Can’t Buy Me Love, Yesterday, Let It Be			
To be able to play the ocarina for Bastille Day celebrations			
To listen to and appraise music by great composers: Debussy and Joplin			
Progressive Journey:		Skills:	
To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. To know and be able to talk about: <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad 		To confidently identify and move to the pulse. <ul style="list-style-type: none"> ● To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people’s thoughts about the music. ● When you talk try to use musical words. To sing in unison and in simple two-parts. <ul style="list-style-type: none"> ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being ‘in tune’. ● To re-join the song if lost. 	

- Singing as part of an ensemble or large group is fun, but that you must listen to each other
- Texture: How a solo singer makes a thinner texture than a large group
- To know why you must warm up your voice.

To know and be able to talk about:

- The instruments used in class (a glockenspiel, recorder or xylophone).
- Other instruments they might play or be played in a band or orchestra or by their friends.

Learn Frere Jacques and other French songs for Bastille Day on the ocarina.

- To listen to the group when singing.

To treat instruments carefully and with respect.

- 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 the Unit 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.

Key Vocabulary

Civil rights – equality, riff or hook (in song) vocal harmonies, chorus, verse , glockenspiel notes C, D, E