What I Need to Know: Y4 Music – SPRING TERM SOUTH AFRICAN INSTRUMENTAL MUSIC

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Name:

Class:

In this unit, we will be learning to play instruments associated with South African music, in small groups and as a whole class. We will also explore the Origins of South African Gumboot dancing and compose rhythmic patterns that can be performed by stamping and clapping.

Create, Communicate & Evaluate	Met
Play South African instruments to accompany an ensemble song, staying in time and tune.	
Compose rhythmic patterns to apply to a simple gumboot dance, performed as a group.	
Question, Reason, Discuss & Explain	Met
Understand and explain the cultural and social meaning of song lyrics	
Identify and explain the use of harmony and ostinato in a learned song.	
Understand the relationship between lyrics and melody in a song.	
Discuss my own and other's compositions of a gumboot rhythm and their final performance.	
👸 Know & Do	Met
Know the basic features of staff notation.	
Recognise and play minims and semibreves by ear, and from staff notation.	
Recognise and play crotchets and crotchet rests by ear, and from staff notation.	
Play musical instruments with increasing accuracy, fluency, control and expression.	
Begin to use basic staff notation to record my compositions.	
Play and perform in solo and ensemble contexts (using your voice and musical instruments)	

Vocabulary I need to know...

Staff notation, treble clef, bass clef, time signature, lines, spaces, repeat, crotchets, minims, rests, semibreves, quavers, rhythm, melody, harmony, ostinato

Opportunities to support English and Maths

- Rhythmic counting in 4s, 2s and 1s.
- Fitting different length notes and rests into a bar of music use of addition and fraction skills

Curriculum Links and Enrichment Activities

- Class assembly / performing to the rest of class or year group
- Further study of Gumboot dancing in class PE/dance lesson



Resilience