



# Individually Strong, Collectively Stronger!



Music – Play (Lambeth Music Service)				Year 4	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>LI: To be able to follow a pulse as an ensemble, recognize, create and read 4 beat rhythmic patterns.</p> <p>LI: To recognize, read and reproduce in the instrument 4 beats rhythmic patterns of up to 4 bars.</p> <p>LI: To be able to sing songs within the range of an octave in unison and in the round.</p> <p>LI: To recognize and reproduce all the Kodaly hand signs in the octave, matching them to real pitch.</p> <p>LI: To create and perform rhythmic patterns using body percussion and /or the instrument.</p> <p>LI: To understand and follow conductors signals for start and stop as an ensemble.</p> <p>LI: To change from rest to playing position and back as an ensemble.</p> <p>LI: To blend the individual sound of the instrument into a 'section' and 'tutti' sound.</p> <p><b>Djembe:</b></p>	<p>LI: To recognize, read and reproduce in the instrument 4 beats rhythmic patterns of up to 4 bars.</p> <p>LI: To read 4 beat rhythm patterns using crochets and quavers.</p> <p>LI: To be able to sing songs within the range of an octave in unison and in the round.</p> <p>LI: To recognize and reproduce all the Kodaly hand signs in the octave, matching them to real pitch.</p> <p>LI: To match singing patterns to pitch in the glockenspiel.</p> <p>LI: To understand the expressive possibilities of the instruments and basic facts about the instruments history.</p> <p>LI: To create and perform rhythmic patterns using body percussion and /or the instrument.</p> <p>LI: To create an instrumental individual response to a notated rhythm.</p> <p>LI: To play pieces in unison. To hold an independent part in a 2, 3, and 4-part piece.</p>	<p>LI: To be able to follow a pulse as an ensemble, recognise, create and read increasingly longer rhythmic patterns and pieces.</p> <p>LI: To read four beat rhythms using crochets, quavers and crochet rests.</p> <p>LI: To be able to sing songs within the range of an octave in unison.</p> <p>LI: To familiarize themselves with the djembe, glockenspiel and recorders through live and recorded performances.</p> <p>LI: To understand the expressive possibilities of the instruments and basic facts about the instruments history.</p> <p><b>Djembe:</b></p> <p>LI: To be able to change safely from rest to playing position.</p> <p>LI: To learn how to produce a Bass and a Tone sound from the instrument.</p> <p><b>Recorder:</b></p> <p>LI: To create a home-made recorder, using a toilet/kitchen roll.</p> <p>LI: To revise the fingerings of notes</p>	<p>LI: To be able to sing songs within the range of an octave in unison and in a round.</p> <p>LI: To match singing patterns to pitch in the recorders.</p> <p>LI: To be introduced to the pitch notation for the notes B, A and G, using one, two and five lines music notation.</p> <p>LI: To understand the way in which pitch notation relates to changes in pitch in a tune.</p> <p><b>Djembe:</b></p> <p>LI: To get a grasp of the different styles and cultural traditions in which the djembe developed, with particular focus on African drumming and rhythm patterns.</p> <p>LI: To demonstrate awareness and certain control over the volume of sound produced, adjusting the hand movements accordingly.</p> <p>LI: To coordinate right and left hand into simple and more advanced rhythms using both Bass and Tone sounds.</p> <p><b>Recorder:</b></p>	Curriculum to come soon.	Curriculum to come soon.



## Individually Strong, Collectively Stronger!



<p>LI: To familiarize themselves with the djembe and the glockenspiel through live and recorded performances.</p> <p>LI: To be able to change safely from rest to playing position.</p> <p>LI: To learn how to produce a Bass and a Tone sound from the instrument.</p> <p>LI: To demonstrate awareness and certain control over the volume of sound produced, adjusting the hand movements accordingly.</p> <p><b>Glockenspiel:</b></p> <p>LI: To change from rest into playing position safely.</p> <p>LI: To have a comfortable grip on the beater avoiding tension.</p>	<p>LI: To follow performance instructions from the conductor regarding pitch, tempo and dynamics.</p> <p><b>Djembe:</b></p> <p>LI: To get a grasp of the different styles and cultural traditions in which the djembe developed, with particular focus on African drumming and rhythm patterns.</p> <p>LI: To coordinate right and left hand into simple and more advanced rhythms using both Bass and Tone sounds.</p> <p><b>Glockenspiel:</b></p> <p>LI: To understand the influence of pressure on the keys and its relation to the sound.</p> <p>LI: To find notes in the instrument in different register.</p>	<p>B,A,G,E and D on the recorder.</p> <p>LI: To understand and follow conductors signals for start and stop as an ensemble.</p> <p>LI: To change from rest to playing position and back as an ensemble.</p>	<p>LI: To revise principles of good tone production on the recorder- soft blowing, syllables miming (du-du)</p> <p>LI: To be introduced to the reading of the notes B,A,G,E,D, using different music notations.</p> <p>LI: To create and perform increasingly longer rhythmic patterns using body percussion and /or the instrument.</p> <p>LI: To create an instrumental individual response to a notated rhythm.</p> <p>LI: To blend the individual sound of the instrument into a 'section' and 'tutti' sound.</p> <p>LI: To play pieces in unison. To hold an independent part in a 2, 3, and 4-part piece.</p> <p>LI: To follow performance instructions from the conductor regarding pitch, tempo and dynamics.</p> <p>(Advanced)</p>		
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