



### What should I already know?

Music is sounds that are put together which make you feel a particular way or go very well together.  
 Pulse is the steady beat throughout a piece of music – often what you tap your feet to.  
 You should know how to move and count to a beat, keeping in time with the music.  
 You should be able to say what melodies, rhythms and octave are and be able to identify the chorus and verses of songs.



### Technical Vocabulary

**Pulse** – the steady beat throughout a piece of music.  
**Notation** – music that is written or recorded in any way (not just notes)  
**Crescendo** – getting louder.  
**Decrescendo** – getting quieter.  
**Melody** – a sequence of often memorable rhythms and notes.  
**Rhythm** – long and short notes that create movement.  
**Octave** – Eight notes side by side (CDEFGABC)  
**Staff** – the five lines that music notes are written on.  
**Bar** – the black line used to separate the staff every 4 beats.  
**Tempo** – the speed of music / how many beats in a bar (4/4)  
**Crotchet** - a note worth one beat or second.   
**Pitch** – how high or low music is.   
**Staccato** – a short and sharp note (little dot after the note)  
**Scale** – when a series of notes next to one another are played (CDEF).  
**Quaver** – a note worth half a beat. 

### Musical skills

You will be able to say what you think of a piece of music and why.  
 You will be listening with concentration and understanding to a range of high-quality live and recorded music and be able to identify what instruments are used in songs.  
 Know what pitch is and will be able to alter the pitch of your voice and some instruments.  
 Use and compose songs that have scales and revise what an octave is.  
 Identify, use and compose short pieces that have staccato and regular notes.  
 You will revise using crotchets and learn to use quavers, which are double the speed, through chants and songs.  
 You will be able to think of chants that have eight notes every four beats and decide when to use staccato notes.

### Values

Challenge	What challenges do we face when we start playing an instrument?
Commit	What can we do differently when we play something wrong?
Conquer	How will understanding musical terms help us improve our music?
Celebrate	How can we prepare to show and celebrate out learning?

### Key facts

#### Duke Ellington's 'Take the A-Train' (1939)

- Duke Ellington gave his friend directions to his house, which started with 'if you take the A-Train'. This gave him the idea for the song.
- It is a 'big band' jazz song which uses lots of traditional instruments such as piano, trumpets, bass cello and horns.
- The song itself was written to sound like a train leaving a station. The song describes the New York subway line to the Sugar Hill District of Harlem - the name given to a place in close to New York where many wealthy African American lived 'the sweet life'. Sadly, many of these people still faced much racism.

### What will I know by the end of the unit?

Know what pitch is and will be able to alter the pitch of your voice and some instruments. You will know what scales and octaves are. You will know how to use staccato and regular notes. You will know that how to use crotchets and quavers within compositions and chants that have eight notes to four beats (8/4)  
 You will be able to practise singing, moving and performing songs from your Charanga unit.  
 You will know about some of the world's most famous compositions and composers and will be able to learn about some of the history behind these pieces.