

Year 4 – Blackbird

Summer 1

KEY SKILLS

Singing

- To sing in unison and in simple two-parts.
- 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 rejoin the song if lost.
- To listen to the group when singing

Play and Improvise

Using your instruments, listen and play your own answer using one or two notes.

Composition

Help create at least one simple melody using one, three or all five different notes.

- Plan and create a section of music that can be performed within the context of the unit song.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Sequence of learning:

- Listen and appraise 'Blackbird'
- Start to learn the song 'Blackbird'
- Sing the song 'Blackbird'
- Play instrumental parts
- Sing the song and improvise using voices and/or instruments within the song
- Sing the song and perform composition(s) within the song



Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr. In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement - led by Martin Luther King Jr. - challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement

Key vocabulary

UNISON	Two or more voices or instruments playing the same note simultaneously.
PENTATONIC SCALE	A musical scale having five notes
PITCH	High and low sounds.
PULSE	The regular heartbeat of the music; it's steady beat.
RHYTHM	Long and short sounds or patterns that happen over the pulse.
TEMPO	The speed of the music; fast or slow or in-between.
DYNAMICS	How loud or quiet the music is.
STRUCTURE	The arrangement of a song

Final outcome:

To improvise, and compose a simple melody using voice or instruments.