











Year 4 Block 4 Music Knowledge Organiser - The Beatles and Poetry

Knowledge


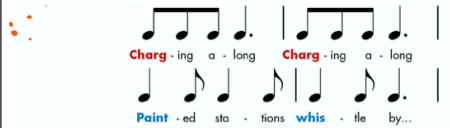
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| <p>BlackBird by The Beatles</p>  | <ol style="list-style-type: none"> The Beatles were an English rock band formed in Liverpool in 1960. The line-up comprised John Lennon, Paul McCartney, George Harrison and Ringo Starr. They are regarded as the most influential band of all time. Blackbird was inspired by the racial tensions that exploded in the US in spring 1968 as a symbolic way to support the efforts of the Civil Rights Movement. Notes to play on the glockenspiels : C, D and E in this order (C is the home note and you will always start with C). So, note 1 = C, note 2 = D and note 3 = E. Notes to play on recorder :C,B, A G in this order. | <p>Blackbird singing in the dead of night Take these broken wings and learn to fly All your life You were only waiting for this moment to arise</p> <p>Blackbird singing in the dead of night Take these sunken eyes and learn to see All your life You were only waiting for this moment to be free</p> <p>Blackbird fly, blackbird fly Into the light of a dark black night</p> <p>Blackbird fly, blackbird fly Into the light of a dark black night</p> <p>Blackbird singing in the dead of night Take these broken wings and learn to fly All your life You were only waiting for this moment to arise You were only waiting for this moment to arise You were only waiting for this moment to arise</p> |
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| <p>Hand on the Bridge by Michael Rosen</p>  | <ol style="list-style-type: none"> This poem is taken from the book 'Michael Rosen's Big Book of Bad Things'. It is performed three times with the vocal ostinato starting the second time through. A third voice joins in, saying the poem the third time through; the third voice starts a bit behind the first voice. The ostinato 'feel the rhythm of time' an accompaniment. Decide how you will end the poem, e.g. all together; ostinato continuing and fading. | <table border="1"> <tr> <td>1st time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>group 2</td> <td></td> <td></td> <td>feel the rhythm of time feel the</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>interlude</td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>group 2</td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td>2nd time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>group 2</td> <td>rhythm of time.....feel the rhythm of time feel the</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>interlude</td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>group 2</td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>rhythm of time feel the</td> <td></td> </tr> <tr> <td>3rd time</td> <td>group 1</td> <td>Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time.</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>group 2</td> <td>rhythm of time.....feel the rhythm of time feel the...</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>group 3</td> <td></td> <td>Hand on the bridge.....feel the...</td> <td></td> <td></td> </tr> </table> | 1st time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | group 2 | | | feel the rhythm of time feel the | | | | | interlude | rhythm of time feel the | | | | | group 2 | rhythm of time feel the | | | | | | rhythm of time feel the | | 2nd time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | group 2 | rhythm of timefeel the rhythm of time feel the | | | | | | | interlude | rhythm of time feel the | | | | | group 2 | rhythm of time feel the | | | | | | rhythm of time feel the | | 3rd time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | group 2 | rhythm of timefeel the rhythm of time feel the... | | | | | group 3 | | Hand on the bridge.....feel the... | | |
| 1st time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | group 2 | | | feel the rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | interlude | rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | group 2 | rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2nd time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | group 2 | rhythm of timefeel the rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | interlude | rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | rhythm of time feel the | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3rd time | group 1 | Hand on the bridge, feel the rhythm of the train.....feel the rhythm of time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | group 2 | rhythm of timefeel the rhythm of time feel the... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | group 3 | | Hand on the bridge.....feel the... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Vocabulary

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| 1. Canon | When a melody is played and then imitated (one or more times) after a short delay. |
| 2. Accent | An emphasis/stress, placed on a particular note or set of notes, or chord. |
| 3. Diminuendo | A decrease in loudness in a piece of music. |
| 4. Ostinato | A continually repeated musical phrase or rhythm. |
| 5. Pulse | The underlying steady beat of music. This is what we may tap our foot or clap along with. |
| 6. Semibreve | A musical note that lasts for 4 beats.  |
| 7. Dotted Minim | A musical note that lasts for 3 beats.  |
| 8 Minim | A musical note that lasts for 2 beats.  |
| 9. Crotchet | A musical note that lasts for 1 beat.  |
| 10. Quaver | A musical note that lasts for a 1/2 beat.  |
| 11. Crotchet rest | A rest for 1 beat.  |
| 12. Dotted Crotchet | A musical note that lasts for 1 1/2 beat.  |
| 13. Semiquavers | A musical note that lasts for a 1/4 beat.  |

Knowledge

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| <p>From a Railway Carriage by Robert Louis Stevenson</p>  | <ol style="list-style-type: none"> This poem is taken from the book 'A Child's Garden of Verses' by Robert Louis Stevenson. There is an introduction with a voice repeating the phrase 'charging along' and this is repeated throughout. A second voice joins in halfway through with the phrase 'painted stations whistle by'. The repeated rhythmic pattern is called an ostinato. The repeated lines do not drown out the poem, as they are spoken quietly – sotto voce. Join in repeating the phrases individually as a whole group then divide into two groups to combine the two ostinati: – group 1: keep repeating 'charging along' – group 2: join in with 'painted stations whistle by' – swap groups. The poem ends when all the voices stop together. |  <p>Charg - ing a - long Charg - ing a - long</p> <p>Paint - ed sta - tions whis - tle by...</p> <table border="1"> <tr> <td>Intro</td> <td>Voice 1</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> </tr> <tr> <td rowspan="2">Verses 1 + 2</td> <td>Voice 1</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long...</td> </tr> <tr> <td>Poem</td> <td>Fas - ter than fairies,</td> <td>faster than witches,</td> <td>Bridges and houses,</td> <td>hedges and ditches...</td> </tr> <tr> <td rowspan="2">Inter-lude</td> <td>Voice 2</td> <td>Paint - ed sta - tions</td> <td>whis - tle by</td> <td>Paint - ed sta - tions</td> <td>whis - tle by</td> </tr> <tr> <td>Voice 1</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long...</td> </tr> <tr> <td rowspan="2">Verses 3 + 4</td> <td>Voice 2</td> <td>Paint - ed sta - tions</td> <td>whis - tle by</td> <td>Paint - ed sta - tions</td> <td>whis - tle by...</td> </tr> <tr> <td>Voice 1</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long</td> <td>Charg-ing a-long...</td> </tr> <tr> <td></td> <td>Poem</td> <td>Here is the child</td> <td>who clambers and scrambles</td> <td>All by himself</td> <td>and gathering brambles...</td> </tr> </table> <p>Train wheel rhythm 1 is repeated four times as an introduction and interlude; rhythm 2 is repeated twice in the interlude.</p> <p>Select two quiet, contrasting instrumental sounds to play the ostinati. Rehearse the vocal and instrumental accompaniment together, taking care that they balance.</p> | Intro | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Verses 1 + 2 | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | Poem | Fas - ter than fairies, | faster than witches, | Bridges and houses, | hedges and ditches... | Inter-lude | Voice 2 | Paint - ed sta - tions | whis - tle by | Paint - ed sta - tions | whis - tle by | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | Verses 3 + 4 | Voice 2 | Paint - ed sta - tions | whis - tle by | Paint - ed sta - tions | whis - tle by... | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | | Poem | Here is the child | who clambers and scrambles | All by himself | and gathering brambles... |
| Intro | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Verses 1 + 2 | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Poem | Fas - ter than fairies, | faster than witches, | Bridges and houses, | hedges and ditches... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Inter-lude | Voice 2 | Paint - ed sta - tions | whis - tle by | Paint - ed sta - tions | whis - tle by | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Verses 3 + 4 | Voice 2 | Paint - ed sta - tions | whis - tle by | Paint - ed sta - tions | whis - tle by... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Voice 1 | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long | Charg-ing a-long... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Poem | Here is the child | who clambers and scrambles | All by himself | and gathering brambles... | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |