

Knowledge Organiser

Subject: Music

Unit 6: Classical Music 4

Overview:		
<p>During this sequence of learning, pupils will consolidate the learning that has occurred during the year. The children will be introduced to Classical musical eras.</p>		
What should I already know?	Vocabulary:	
<p>From Year 3 – Classical music 3</p> <p>Songs and Styles</p> <ul style="list-style-type: none"> To know that Classical music is different from Pop music because it is not made to be popular for just a short time. There are different periods of classical music. When a composer writes a piece of classical music they: <ul style="list-style-type: none"> the exact notes the exact voices, notes/number of them any instructions for the musical e.g. fast, loud, soft. <p>Appraising</p> <ul style="list-style-type: none"> To know that there is a story behind classical music pieces. To be able to express an opinion about a piece of classical music in terms of likes and dislikes and how the music makes us feel. <p>Warming Up</p> <ul style="list-style-type: none"> To be able to listen to a rhythm and pitch and copy back <p>Composing</p> <ul style="list-style-type: none"> To be able to write an eight-bar composition for a group to play with block or formal notation (using C, D + E) Know that the notes of the composition can be written down and changed <p>Performance</p> <ul style="list-style-type: none"> To know that practice is important in preparation for a performance. To be able to perform own composition with confidence to an audience. 	<p>Baroque period</p> <p>Classical Music</p> <p>Renaissance period</p> <p>Romantic period</p> <p>Contemporary Classical Music</p>	<p>A musical era from 1600-1750, and included composers like Bach, Vivaldi and Handel</p> <p>A musical era from 1750. It includes composers like Haydn, Mozart and Beethoven.</p> <p>The first era in Classical music, beginning in 1400.</p> <p>1830-1900 - the music of this era was expressive and inventive.</p> <p>The period that started in the mid-1960's</p>
What will I know by the end of the unit?	<p>Composition</p> <p>Notation</p> <p>String quartet</p> <p>Symphony</p>	<p>Creating and developing musical ideas</p> <p>Way to visually represent music</p> <p>Two violins, a viola and a cello</p> <p>A piece of music that has a quick opening, a slow middle movement and a quick one to finish</p>
<p>Songs and Styles</p> <ul style="list-style-type: none"> To revisit Classical music through the following songs/music: <ul style="list-style-type: none"> La Quinta Estample Real anon 13th Century (Early Music) The Arrival Of The Queen Of Sheeba by Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal Chorus (Wedding March) by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary) Classical music differs from Pop music because it is not made just to be popular for a short time or just to be a commercial success. There are different periods of Classical music Music composed between c.1720 and 1840, e.g., the era of Mozart, Joseph Haydn, and the young Beethoven is particularly famous. Know that Classical music is music that has been composed by musicians who are trained in notating their compositions so that other musicians can play them. <p>When a composer writes a piece of Classical music they:</p> <ul style="list-style-type: none"> Record the exact notes The exact instruments/voices and the number of them Any instructions for the musicians like how fast or slow the music; loud or soft the music should be <ul style="list-style-type: none"> Know that Classical music is still being composed today, although it is very different from what was created several hundred years ago. <p>Appraising</p> <ul style="list-style-type: none"> To be able to appraise music by asking the following questions <ul style="list-style-type: none"> What can you hear? 		

- How does the music make you feel?
- How old do you think this music is?
- Does the music tell a story?
- Do you like the music (and why?)
- To be able to place the music on a musical timeline

Composing

- Plan and create an 8-bar section of music using block or formal notation for instruments available within the classroom.
- Be able to talk about the composition.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Playing

- To play at least one part of the composition written on a tuned instrument from memory or using notation
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.

