

Knowledge Organiser

Subject: Music

Unit 6: Classical Music 6

Overview:		
<p>During this sequence of learning, pupils will consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>		
What should I already know?	Vocabulary:	
<p>From Year 5 - Classical Music 5</p> <p>Songs and Styles</p> <ul style="list-style-type: none"> • To be able to place the musical periods on a timeline: <ul style="list-style-type: none"> ○ Early Music - before 1600 ○ Baroque - 1600-1750 ○ Classical - 1750-1800 ○ Romantic - 1820-1900 ○ Contemporary - composed close to the present day. • Know that Classical music is a general term used to describe music which has been written down, usually by one person, using a system of notation first developed in 9th century Europe and still developing to this day. • Know that Classical music includes a vast spectrum of styles and genres from Medieval Church music through instrumental, vocal, theatre, ballet, opera, symphonic, chamber music and songs. • Know that Classical music requires a high level of technical skill to perform as well as detailed knowledge of the system of notation (music theory). <p>Appraising</p> <ul style="list-style-type: none"> • To be able to appraise music by ask questions. <p>Composing</p> <ul style="list-style-type: none"> • To compose a melody using up to five different notes and simple rhythms • To be able to explain the keynote or home note and the structure of the melody. • To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation) <p>Playing</p> <ul style="list-style-type: none"> • To correctly play an appropriate musical instrument for the composition with the correct technique • To learn the instrumental part from memory or using notation. • To rehearse and perform their part • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<p>Musical periods</p> <p>Early Music (Before the 17th Century)</p> <p>Baroque (approx. 1600-1750)</p> <p>Classical (approx. 1750-1800)</p> <p>Romantic (approx. 1820.1900)</p>	<p>From a period in time.</p> <p>Early music covers everything from around the 14th century up to approximately the mid-17th century, before instruments such as the piano had been invented.</p> <p>The music is highly decorated and fussy, but written within very strict rules.</p> <p>Classical music was more relaxed, simple and clean, often a lovely melody with an accompaniment underneath. Music included long symphonies.</p> <p>Technological advancements allowed the development of new instruments which gave a better pitch range to write for. The orchestra doubled in size.</p>
What will I know by the end of the unit?		
<p>Songs and Styles</p> <ul style="list-style-type: none"> • To revisit Classical music by listening to: <ul style="list-style-type: none"> ○ L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) - Traditional - Early Music ○ Armide Overture by Jean-Baptiste Lully - Baroque ○ The Marriage of Figaro: Overture by Mozart - Classical ○ Erlkönig, D.328 Op. 1 Wer reitet so spät by Franz Schubert - Romantic ○ Sonata for Horn in F by Paul Hindemith - 20th century Homelands by Nitin Sawhney - Contemporary 	<p>20th Century (beyond 1900)</p>	<p>This period runs in parallel with the development of Popular music.</p>

- To be able to place the musical periods on a timeline:
 - Early Music - before 1600
 - Baroque - 1600-1750
 - Classical - 1750-1800
 - Romantic - 1820-1900
 - 20th Century - 19th-20th Century
 - Contemporary - composed **close to the present day**.
- Know that Classical music is a general term used to describe music which has been written down, usually by one person, using a system of notation first developed in 9th century Europe and still developing to this day.
- Know that Classical music includes a vast spectrum of styles and genres from Medieval Church music through instrumental, vocal, theatre, ballet, opera, symphonic, chamber music and songs.
- Know that Classical music requires a high level of technical skill to perform as well as detailed knowledge of the system of notation (music theory).

Appraising

- To be able to appraise music by asking the following questions
 - 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

- To compose a melody using up to five different notes and simple rhythms
- To be able to explain the keynote or home note and the structure of the melody.
- To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation)

Playing

- To correctly play an appropriate musical instrument for the composition with the correct technique
- To learn the instrumental part from memory or using notation.
- To rehearse and perform their part
- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.