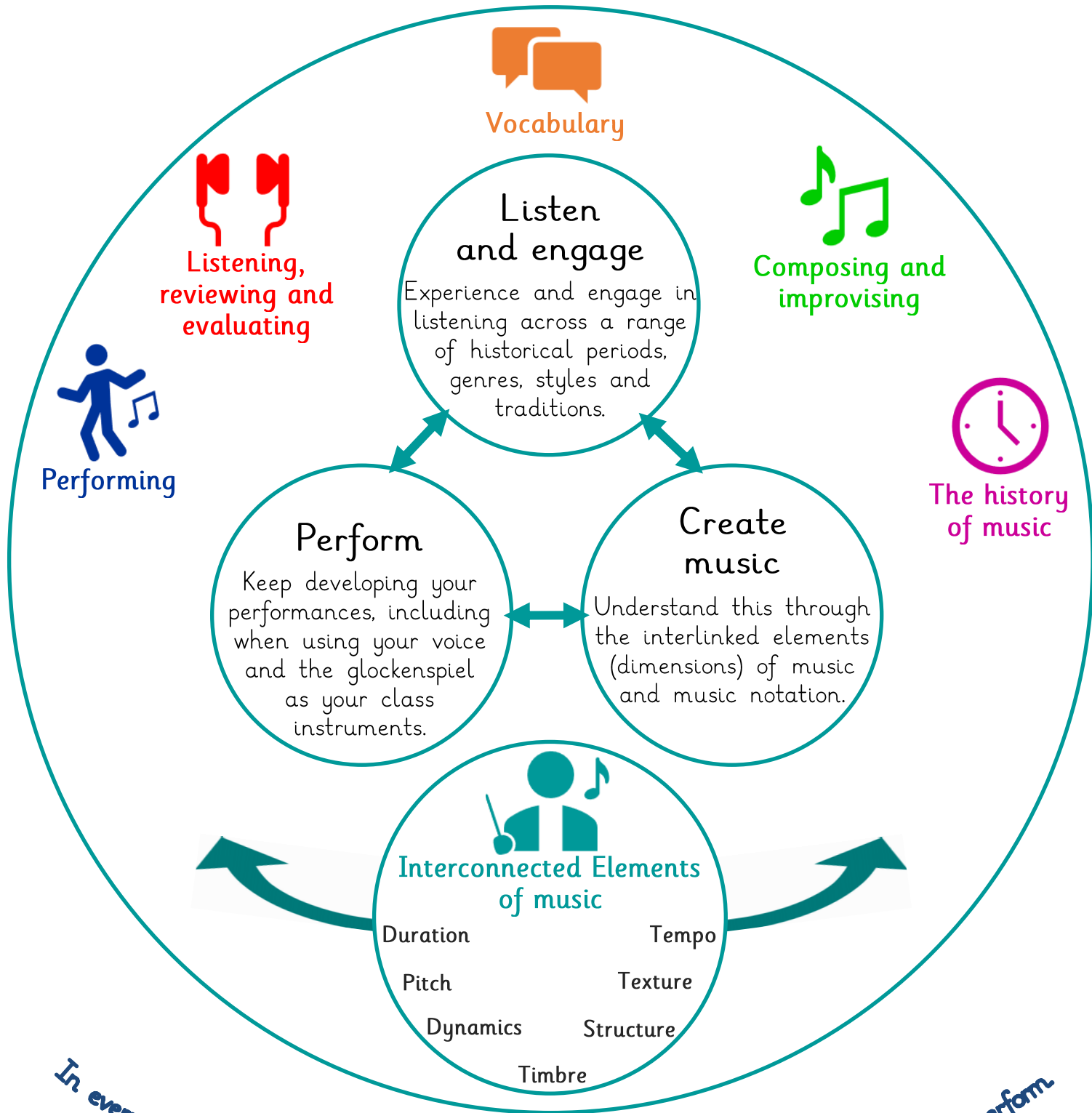




Berkswich CE Music Curriculum

Year Six, Autumn One



In every unit in music, we listen and respond to music, and we create and perform. We understand and explore how the interconnected elements help us to enjoy, review, compose and evaluate music.

Understanding and using the interconnected elements of music.

Throughout our music units and lessons we will be learning about, and using, **the interconnected elements (dimensions) of music**. These will be visited again and again to help us to understand how music is created and how it can communicate ideas and feeling effectively.



The Interconnected Elements (Dimensions) of Music

Duration

- ➔ The length of the beats making up the music.
- ➔ In a melody, notes are played for different lengths of time (durations).

Pitch

- ➔ The pitch of a sound is how high or low the sound is.
- ➔ This is to do with how tight or loose the sound waves are.

Dynamics

- ➔ This is to do with the volume of the music and it can affect the way the listener feels. For example, it could be loud (forte), medium quiet (mezzo piano) or soft (piano).
- ➔ It can go from quiet to loud (crescendo) or loud to quiet (diminuendo).

Timbre

- ➔ This is the quality of sound of an instrument. For example, a flute can be light, smooth and airy. A saxophone can be smooth, rich and full. Instruments in the same family can have different timbres.
- ➔ Timbres can affect the mood of the music.

Structure

- ➔ This is about how the music is organised into different sections.
- ➔ Structure is the order in which different sections of a piece of music are played; this can be represented by letters (e.g. ABAB or ABABC).

Texture

- ➔ This is about how many layers of sound the music has.
- ➔ Texture can be thick or thin, busy or sparse, and so on.
- ➔ Texture depends on how many instruments there are, the timbre of the instruments playing and how many different parts there are at the same time.

Tempo

- ➔ This is how fast the music is. Is it fast (allegro)? Is it slow (adagio)? Is it walking pace (andante)? Music can speed up (accel.) or slow down (rall. or rit.).
- ➔ In an orchestra, the conductor is responsible for keeping the musicians in tempo.

The interconnected elements (dimensions) of music are important parts of performing, listening, composing and learning about the history of music.

Performing



We will develop our performance skills and help others to become more confident and accurate through careful guidance. We will keep improving our voice as an instrument and learn to play the glockenspiel. We will perform in front of a variety of audiences inside and outside of school.

Listening, reviewing and analysing



We will listen to our music and the music made by others. We use the elements of music to understand music more and to use our listening skills to make improvements to our own compositions and performances.

Vocabulary



In every unit, we will increase our knowledge and use of music vocabulary to communicate our ideas and responses to the music that we listen to and play.

Composing



We use the interconnected elements of music to help us to understand music and compose our own. We will learn ways of writing musical ideas down and learn how to follow musical notation.

The history of music



We will listen to, and think carefully about, music across a range of historical periods, styles and traditions - there will be so much to enjoy. Listening will help us in our compositions and evaluations.



My Berkswich CE Music Journey



Performing



Listening



Vocabulary



Composing and Improvising

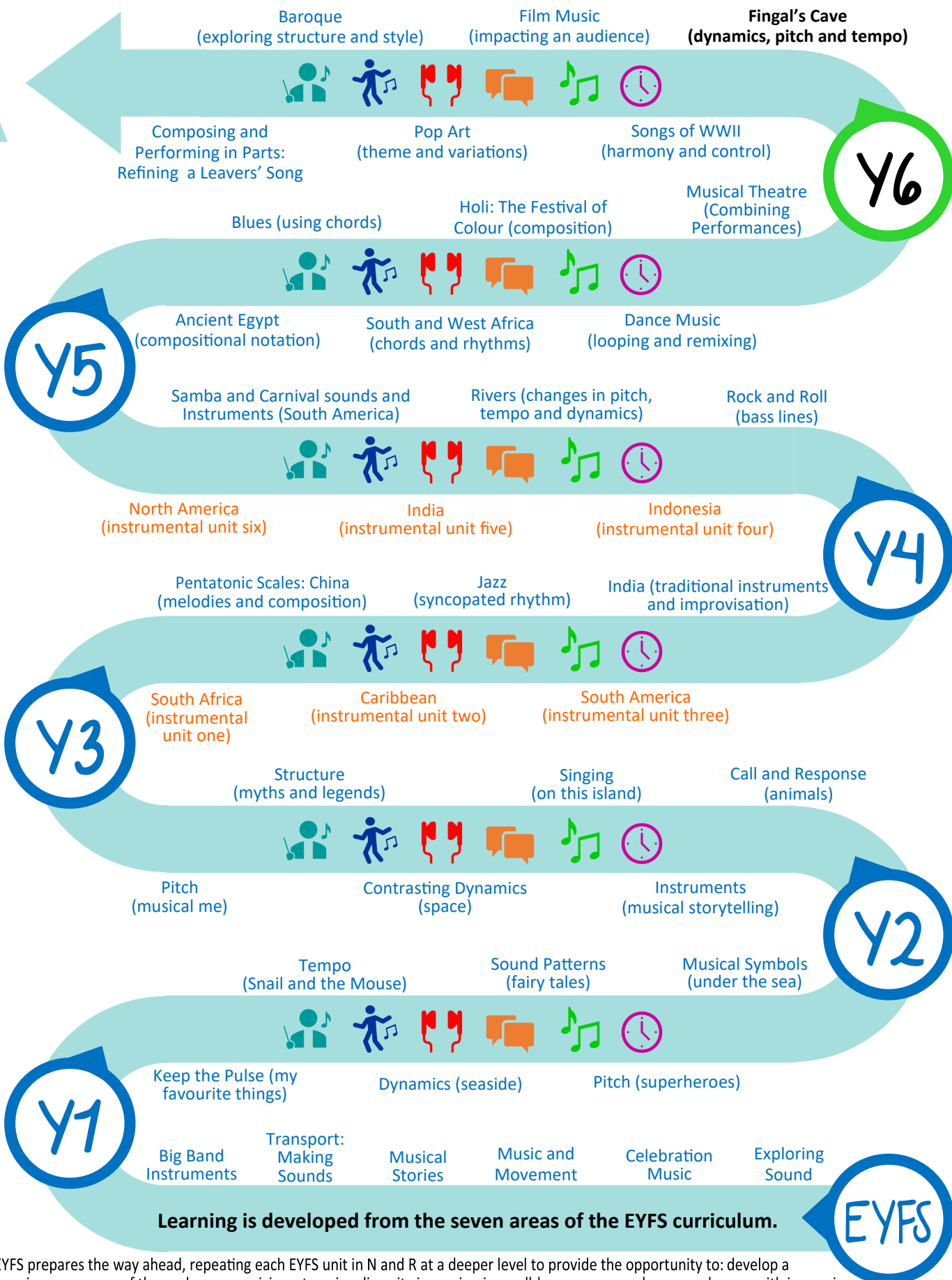


History of music



Interconnected elements of music help us with all of the key ideas (duration, pitch, dynamics, timbre, structure, texture and tempo)

Listen and engage, perform and create music.



EYFS prepares the way ahead, repeating each EYFS unit in N and R at a deeper level to provide the opportunity to: develop a growing awareness of themselves as musicians, to enjoy diversity in music, sing well-known nursery rhymes and songs with increasing accuracy, perform with others and enjoying moving in time. Children develop a wide musical vocabulary and an enjoyment of making their own music. EYFS learning opportunities provides a structure in which to develop learning into Key Stage One and beyond.

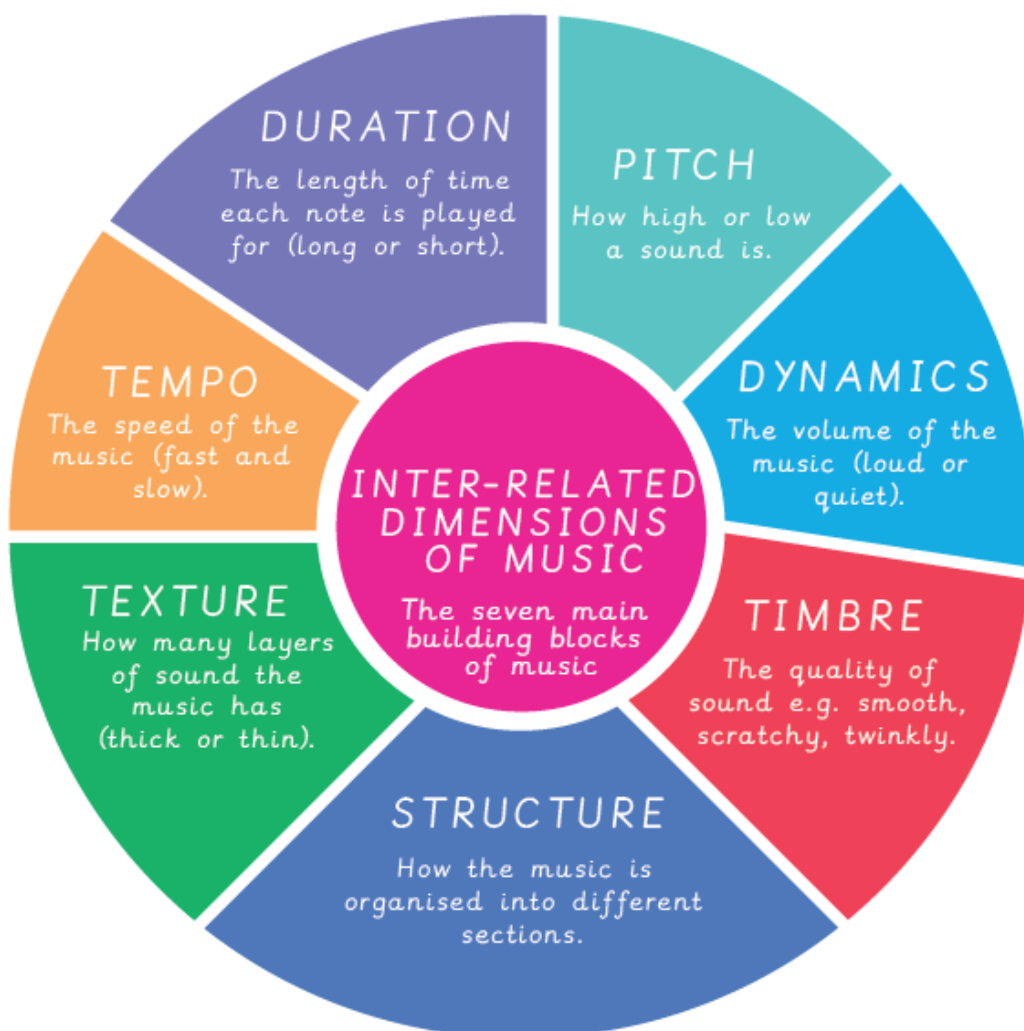
Fingal's Cave

In this unit, I will:

- engage in discussions about the sounds of an orchestral piece.
- use a range of vocabulary in response to what I hear.
- change dynamics and pitch, knowing the difference between the two.
- take the role of conductor or follow a conductor to show changes in pitch, dynamics and texture.
- change texture within my group improvisation and talk about its effect.
- create a graphic score to represent sounds.

Glossary

Composition	A piece of music that has been created.
Conductor	A person who directs the performance of an orchestra or choir, using hand signals.
Depict	To represent something in music.
Ensemble	A group of people who perform instrumental or vocal music.
Graphic Score	A way of writing down music on the page without using traditional symbols and images to represent the music.
	
Improvise	Making up music as it is played or performed.
Notate	To write symbols to represent music.



Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825.

The focus piece for this topic is Fingal's Cave by Mendelssohn (1830) which is a classical piece depicting the sea and waves swirling around Fingal's cave which is in the Inner Hebrides.