

Knowledge Organiser

Year: 4

Subject: Music

Unit 6: Classical Music 4

Overview:

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.

What should I already know?

From Year 3 - Classical music 3

Songs and Styles

- 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:
 - the exact notes
 - the exact voices, notes/number of them
 - any instructions for the musical e.g. fast, loud, soft.

Appraising

- 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.

Warming Up

- To be able to listen to a rhythm and pitch and copy back

Composing

- 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

Performance

- To know that practice is important in preparation for a performance.
- To be able to perform own composition with confidence to an audience.

What will I know by the end of the unit?

Songs and Styles

- To revisit Classical music through the following songs/music:
 - 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.

When a composer writes a piece of Classical music they:

- 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
- Know that Classical music is still being composed today, although it is very different from what was created several hundred years ago.

Appraising

- To be able to appraise music by asking the following questions
 - What can you hear?

Vocabulary:

Baroque period

A musical era from 1600-1750, and included composers like Bach, Vivaldi and Handel

Classical Music

A musical era from 1750. It includes composers like Haydn, Mozart and Beethoven.

Renaissance period

The first era in Classical music, beginning in 1400.

Romantic period

1830-1900 - the music of this era was expressive and inventive.

Contemporary Classical Music

The period that started in the mid-1960's

Composition

Creating and developing musical ideas

Notation

Way to visually represent music

String quartet

Two violins, a viola and a cello

Symphony

A piece of music that has a quick opening, a slow middle movement and a quick one to finish

- 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.

