

## Knowledge Organiser

Year: 5

Subject: Music

Unit 6: Classical Music 5

### Overview:

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.

### What should I already know?

#### From Year 4 - Classical Music 4

##### Songs and Styles

- 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 ask questions.
- 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.

### What will I know by the end of the unit?

#### Songs and Styles

- To revisit Classical music by listening to:
  - Music from Compline - Traditional, Early Music
  - Dido and Aeneas: Overture by Henry Purcell - Baroque
  - Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven - Classical
  - Minute Waltz in D-flat by Chopin - Romantic
  - Central Park in the Dark by Charles Edward Ives - 20th Century
  - Clapping Music by Steve Reich - Contemporary
- To be able to place the musical periods on a timeline:

### Vocabulary:

#### Musical periods

From a period in time.

#### Early Music (Before the 17<sup>th</sup> Century)

Early music covers everything from around the 14<sup>th</sup> century up to approximately the mid-17<sup>th</sup> century, before instruments such as the piano had been invented.

#### Baroque (approx. 1600-1750)

The music is highly decorated and fussy, but written within very strict rules.

#### Classical (approx. 1750-1800)

Classical music was more relaxed, simple and clean, often a lovely melody with an accompaniment underneath. Music included long symphonies.

#### Romantic (approx. 1820.1900)

Technological advancements allowed the development of new instruments which gave a better pitch range to write for. The orchestra doubled in size.

#### 20<sup>th</sup> Century (beyond 1900)

This period runs in parallel with the development of Popular music.

<ul style="list-style-type: none"> <li>○ Early Music - before 1600</li> <li>○ Baroque - 1600-1750</li> <li>○ Classical - 1750-1800</li> <li>○ Romantic - 1820-1900</li> <li>○ Contemporary - composed close to the present day.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• To be able to appraise music by asking the following questions <ul style="list-style-type: none"> <li>○ What can you hear?</li> <li>○ How does the music make you feel?</li> <li>○ How old do you think this music is?</li> <li>○ Does the music tell a story?</li> <li>○ Do you like the music (and why?)</li> <li>○ To be able to place the music on a musical timeline</li> </ul> </li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• To compose a melody using up to five different notes and simple rhythms</li> <li>• To be able to explain the keynote or home note and the structure of the melody.</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation)</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>• To correctly play an appropriate musical instrument for the composition with the correct technique</li> <li>• To learn the instrumental part from memory or using notation.</li> <li>• To rehearse and perform their part</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>		
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