



Subject	Music	Theme	Music of War	Terms	3 and 4
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What should I already know?
<ul style="list-style-type: none"> • Know how to describe the pitch, duration, dynamics, tempo, timbre, texture and structure of a piece of music • Know how to read notes B, A, G, E, D, F, high C, high D on the recorder and glockenspiel • Know the names of a range of musical styles, genres and traditions, including instruments associated with these styles • Understand how to perform as a soloist and in an ensemble with confidence • Know how to compose for several instruments using graphic notation and staff notation • Know how to improvise a melody using a given scale

Interrelated Dimensions of Music
<ul style="list-style-type: none"> • Pitch • Duration • Dynamics • Tempo • Timbre • Texture • Structure

What should I be able to do by the end of the unit?
<ul style="list-style-type: none"> • Listen to, appraise and compare music inspired by war and peace • Consider the indicative musical features in the context of composition: considering ways to use timbre, texture and structure to achieve similar results to key pieces • Compose a military march for three instruments, including a melody instrument and untuned percussion • Rehearse military march with a group, using artistic direction as a composer to improve and adapt the score • Appraise the final performance

What should I know by the end of the unit?	
Technical	Stylistic
<ul style="list-style-type: none"> • Know how to play a melody following staff notation written on one staff and using notes within an octave range • Know how to use dynamics during performance for effect, including very loud (ff), very quiet (pp), moderately loud (f) and moderately quiet (p) • Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Know how to compose a melodic phrase using the diatonic scale and incorporate rhythmic variety and interest. • Understand how to notate and play a composed melody on available tuned percussion or other instruments. • Know how to enhance the effect of a composition through the use of playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant) 	<ul style="list-style-type: none"> • Name key instruments, pieces and people within the repertoire of classical music, particularly those composing and performing on the themes of war and peace: <ul style="list-style-type: none"> ○ Mars: The Planets (Holst) ○ Ride of the Valkyries (Wagner) ○ 1812 Overture (Tchaikovsky) ○ Fanfare for the Common Man (Copland) ○ Nimrod: Enigma Variations (Elgar) ○ The Armed Man: A Mass for Peace (Jenkins) • Place music in its historical context. • Recognise different style indicators (for example different instruments and their sounds). • Confidently discuss interrelated dimensions of music, and how they fit into music being listened to: <ul style="list-style-type: none"> ○ Dynamics and articulation - Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)

Key Vocabulary	
pitch	How high or low a note is
duration	How long or short a note is
dynamics	How loud or soft a note is
tempo	How fast or slow a piece of music is
texture	How thick or thin the sound is
timbre	The quality or colour of the sound produced
structure	How a piece of music is divided into sections, for example verse and chorus
march	A type of music, written in 2/4 time, often used for military bands
melody	The tune of a piece of music