



# Year 5 Composer Study

## What I should already know.

- **John Williams** (1232- present) is a modern composer, conductor & pianist.
- **John Williams** writes orchestral scores for films.
- To listen and identify the structural & expressive parts of the music more acutely, using various art forms.
- To begin to use a wider range of musical terminology in the correct context.
- **Mozart** (1756 -1791) was a *classical* composer.
- **Mozart** composed many different musical forms, including opera, symphonies, concertos, masses & chamber music. Two of his most notable pieces are Magic Flute & Requiem.
- **Composer** – a person who writes music.
- **Score** – music written especially for a specific film.
- **Orchestra** – a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.
- **Conductor** – to direct the performance of several players or singers by the use of gestures.
- I know that **Melody** is a single series of notes that create a tune.
- I know that **Repetition** is sounds and sequences that repeat.
- I know that **Rhythm** is a repeated pattern of music.
- I know that **Duration** is about keeping a steady beat.
- I know **Tempo** is the speed of the music, (how fast or slow).
- I know that **Dynamics** is about volume change, (how loud or quiet).
- I know that **Pitch** is how high or low a note is.
- **Structure** – The different sections of music; how it changes, including the use of repetition & chord changes.

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

# Composer Study

## Gustav Holst (1874 – 1934)



- English composer, arranger and teacher.
- Came from a musical family spanning 3 generations.
- Wanted to play the piano but a medical condition prevented him.
- At 12, he started to play the Trombone.
- At 17, he was appointed organist at a church in Gloucestershire and conducted a local church choir.
- Studied composition at the Royal College of Music.
- Holst became a keen astrologer, which inspired him to compose “The Planets”, (1914-1916)
- On the 29<sup>th</sup> September 1918 Holst first performed the “Planets”
- Holst died of heart failure and his ashes were interred at Chichester Cathedral.

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

### Skills

#### Listening & Responding

- Respond to, identify, compare and contrast music with an increasing awareness of the music’s context and purpose.
- Understand and identify why and how the composer has used key features / devices.
- Sensitively reflect musical experiences in creative work in detail and express an aesthetic response.
- Begin to identify the time period of a piece of music and place on the time line relatively accurately.

#### Describing and Discussing

- Discuss and share informed opinions about what is heard, commenting on the context / purpose and impact of the music.
- Consider the composer’s musical use of key features / devices using a musical vocabulary.
- Use a musical vocabulary to focus thinking and communicate ideas to others with a degree of confidence.
- Discuss music in relation to its place in history, recall and place composers on a timeline.

### Elements

**Texture** – The layers of sound created by playing instruments together or separately throughout a piece of music. (Solo, unison, layers or ensemble)  
**Timbre** – quality of sound. What an instrument sounds like.

## Key Knowledge

**Texture** – The layers of sound created by playing instruments together or separately throughout a piece of music.  
**Timbre** – quality of sound. What an instrument sounds like.  
**Gustav Holst** a post romantic, modern composer. His most famous work “The Planets” written 1914-1916.

### Songs

Venus – (1916-1918)  
Mars – (1916 – 1918)  
E.T Theme (1982) by John Williams

### Vocabulary

#### Dynamics:

**Forte** - loud  
**Piano** – quiet  
**Crescendo** – getting louder

#### Timbre:

**Legato** – Smooth  
**Staccato** – Short, detached

#### Texture:

**Thick** – many instruments or sounds  
**Thin** – few sounds or instruments

#### Tempo:

**Presto** - fast  
**Largo** – slow

**Accelerando** – getting faster  
**Rallentando** – getting slower

**Diminuendo** – getting quieter