



Year 6 Composer Study

What I should already know.

- **John Williams** (1928- present) is a modern composer, conductor & pianist, who wrote orchestral scores for films.
- **Mozart** (1756 -1791) was a *classical* composer, who *composed* many different musical forms. Two of his most notable pieces are Magic Flute & Requiem.
- **Gustav Holst** (1874 – 1934) was an English composer, arranger and teacher, who composed the seven-movement orchestral suite “The Planets” (1916-1918).
- **Composer** – a person who writes music.
- **Score** – music written especially for a specific film.
- **Orchestra** – a group of instrumentalists.
- **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 **Rhythm** is a repeated pattern of music.
- I know that **Texture** is layers of sound created by playing instruments together or separately throughout a piece of music. (**Thick, Thin**)
- I know that **Timbre** is the quality of sound. What an instrument sounds like. (**Legato, Staccato**)
- I know that **Duration** is about keeping a steady beat.
- I know **Tempo** is the speed of the music, (**Presto, Largo, Accelerando, Rallentando, & Diminuendo**).
- I know that **Dynamics** is the volume of the music, (**Forte, Piano, Crescendo & Diminuendo**).
- 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, contrast & chord changes.

What will I know by the end of the unit?

Skills

Listening & Responding

- Respond to, identify, compare and contrast music with a confident awareness of the music’s context and purpose.
- Understand and identify the composer’s intent and how this was achieved.
- Sensitively reflect musical experiences in creative work with awareness of context and purpose.
- Identify the time period of a piece of music and place on the time line 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 intent and how it was achieved using a fluent musical vocabulary.
- Use a fluent musical vocabulary confidently and appropriately to focus thinking, ideas and opinions and communicate ideas to others.
- Discuss music in relation to its place in history, focusing on the style of the time.

Edward Elgar
(1857 – 1934)



- English composer
- His compositions are orchestral works including the Enigma Variations, Pomp and Circumstance Marches, concertos for violin and cello, and two symphonies.
- One of the first composers to embrace recorded music.
- King Edward VII knighted Edward in 1904.

The Beatles
(1957-1970)



- An English Rock band formed in Liverpool who became internationally famous.
- Regarded as the most influential band of all time.
- The group were integral to the development of 1960s counterculture and popular music’s recognition as an art form.
- Their sound mixed elements of classical music and traditional pop in innovative ways.
- As pioneers in recording, song writing and artistic presentation, the group revolutionised many aspects of the music industry.

Key Knowledge

Era - a long and distinct period of history.

Orchestral - written for an orchestra to play or relating to an orchestra.

Rock and Roll - popular dance music originating in the 1950s, characterized by a heavy beat and simple melodies.

Band - a small group of musicians and vocalists who play pop, jazz, or rock music.

Songs

Chanson de Martin (1899) Elgar
Pomp and Circumstance (1898) Elgar
Enigma Variations (1898-1899) Elgar
“When I’m 64” (1964) The Beatles.
“Blackbird” (1963) The Beatles.
“Here Comes the Sun” (1969) The Beatles.

Vocabulary

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Dynamics:

Forte - loud

Piano – quiet

Crescendo – getting louder

Diminuendo – getting quieter

Timbre:

Legato – Smooth

Staccato – Short, detached