



Year 6 Rivers Composition

What I should already know.

- I know that ***Melody*** is a single series of notes that create a tune.
- I know that ***Rhythm*** is a repeated pattern of music.
- Stave** – The first five horizontal lines and four spaces that each represent a different musical pitch.
- I know how to read the **treble clef musical stave** and can work out the notes, **EGBDF** and **FACE**.
- Pitched percussion** - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc.
- Unpitched percussion** - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc.

Elements

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.

I know that ***Dynamics*** is the volume of the music, (**Forte, Piano, Crescendo & Decrescendo**).

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

Performing and Rehearsing (Playing)

- *Demonstrate precise and confident instrumental skills and use them to perform expressively.
- *Perform significant parts from memory and from notations with awareness of own contribution.
- *Refine and improve own work.
- *Perform alone and in a group, displaying a variety of techniques.
- *Take turns to lead a group.
- *Recognise which refinements need to be made and know how to make them.
- *Play, taking greater responsibility (ownership) of the standard and quality of performance, including independent practise.

Notating (transcribing)

- *Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation.
- *Use relevant notation to accurately record and communicate creative musical ideas.
- *Quickly read notes and know how many beats they represent.
- *Use symbols when notating to describe the music's dynamics.
- *Know and use standard musical notation of crotchet, minim and semibreve, to indicate how many beats to play.

Composing

- *Improvise melodic and rhythmic material within given structures.
- *Show thoughtfulness in selecting sounds and structures to convey an idea and journey.
- *Create a polyphonic group performance with own musical patterns.
- *Use a variety of different musical devices including melody, rhythms, and chords.

Vocabulary

Orchestral families – String, Brass, percussion & woodwind affect the **Timbre**.

Accompaniment – a musical part that supports or partners an instrument, voice or group.

Polyphony – two or more lines of independent but simultaneous melodies.

Verse/ Chorus – parts of music where the chorus is a repeated melody but the structure of the verse can change.

Call/response - two distinct phrases usually written in different parts of the **music**, where the second phrase is heard as a direct commentary on or in **response** to the first.

Key Knowledge

Timbre – the sound quality of the different orchestral families (String, Brass, Percussion & Woodwind).

Texture – How layers are used. Through melody (solo), accompaniment, or polyphony.

Structure – The use of repetition -binary (AB) or contrast – verse / chorus, call/response,

Songs

Jeux d'Eaux (1902) by Maurice Ravel

En Bateau (1886-1889) by Debussy Romantic (Impressionism)

Happy (2013) Pharrell Williams Contempory

Books

The River Story by Meredith Hooper

Performance Tips

- Count out loud when rehearsing
- Stand (sit) still & straight.
- Do not move or play instrument until needed.
- No fidgeting.
- Look confident.
- If you make a mistake just keep going ☺