



instrument



conductor



string



brass



woodwind



ensemble



Year 4 -The Orchestra and Notation.



percussion



listen



orchestra



rest



semibreve



minim






quaver



crotchet

Y4 Music: The Orchestra - Topic Vocabulary Mat

| Subject Specific Vocabulary | | Relevant Pictures and Information | Exciting Websites |
|-----------------------------|--|---|---|
| orchestra | A group of instrumentalists - string, woodwind, brass, and percussion. |   | www.play.iso.co.uk |
| string instruments | Family of instruments - violin, viola, cello, the double bass. | | Pioneers and Role Models Sergei Prokofiev - Russian compser of and the Wolf'.  'Peter |
| brass instruments | A musical instrument that you play by blowing through a mouthpiece. | What I've Learnt Already Year 3 - How to: <ul style="list-style-type: none"> To learn how the notes of the composition can be written down and changed if necessary. To listen to and follow musical instructions from a leader. To talk about how it was created. To Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. | Key Knowledge <ul style="list-style-type: none"> To know which instruments might best recreate the sounds which are most appropriate for representation of the specified environment. |
| woodwind instruments | flute, clarinet, oboe, bassoon, and saxophone - flutes and reed instruments. | Skills I am Developing <ul style="list-style-type: none"> To listen and differentiate between different string, wind, brass and percussion instruments. To listen and develop a greater understanding of all instruments and their historical contexts. To listen to and follow musical instructions from a leader. To talk about the musical dimensions working together To listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To listen to sounds analysing their timbral qualities, and from this selecting the most appropriate timbral qualities to use to create a specified environment. | <ul style="list-style-type: none"> To understand the basic principles of graphic and standard musical notation, to succeed in reading from and playing a score together as a class ensemble. |
| tuned percussion | Tuned percussion can play a range of notes at different pitches. | | |
| untuned percussion | Untuned percussion mostly only have one pitch or sound. | | <ul style="list-style-type: none"> To know different ways of recording compositions (letter names, symbols, audio etc.) |
| crotchet | A crotchet is a note of one beat. | | |
| quaver | A quaver lasts for half a crotchet beat. | | <ul style="list-style-type: none"> To know which instruments might best be used to create the layers of sounds which are most appropriate for representation of the chosen topic. |
| semiquaver | A semiquaver note lasts for a quarter of a crotchet. | | |

