



timbre



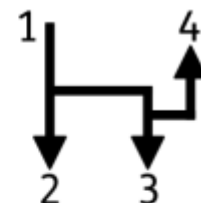
pitch



tempo



duration



structure



perform



# Year 5 - Elements and Notation



dynamics



play



listen



rest



semiquaver



minim






quaver



crotchet

# Y5 Music: Musical Notation and the Elements – Topic Vocabulary Mats

Subject Specific Vocabulary		Relevant Pictures and Information	Exciting Websites
<b>Crotchet</b>	A crotchet is a musical note with the time value of one beat.	 	
<b>Quaver</b>	A quaver is a musical note that is half as long as a crotchet.		<b>Pioneers and Role Models</b>
<b>Semiquaver</b>	A semiquaver is a musical note played for half the duration of a quaver.		 <p>Ludwig van Beethoven – composer of 'Ode to Joy'.</p>
<b>Texture</b>	Texture describes how layers of sound within a piece of music interact.	<b>What I've learnt already</b>	<b>Key Knowledge</b>
<b>Timbre</b>	Timbre also known as tone colour or tone quality, is the perceived sound quality of a musical note, sound or tone.	<b>Year 4 How to:</b> <ul style="list-style-type: none"> <li>To learn a way to recreate this motivic material on the percussion instrument of their choice.</li> <li>To understand the necessity of basic movement, voice and body percussion in driving the experience of pulse/beat.</li> <li>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.</li> <li>To learn the inextricable link between team work and pulse. Children understand the inextricable link between ensemble participation and success in carrying out a task.</li> </ul>	<ul style="list-style-type: none"> <li>To know what timbre is and how it contributes to creating the atmosphere of a piece.</li> <li>To know what texture is and how we listen to layers within a piece.</li> <li>To recognise the most appropriate methods of notation previously learned and decide which might be most applicable in this context, focussing on texture and structure.</li> </ul>
<b>Pitch</b>	Pitch is how high or low a note sounds.	<b>Skills I am Developing</b> <ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To talk about the musical dimensions, working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</li> <li>To talk about the music and how it makes them feel.</li> <li>To listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</li> <li>To listen to sounds analysing their timbral qualities, and from this selecting the most appropriate timbral qualities to use to create a specified environment.</li> <li>To gain awareness of music vertically as well as horizontally</li> <li>To rehearse and perform their part within the context of the Unit song – 'Ode to Joy'</li> <li>To play either tuned or untuned percussion in a piece that focussing on timbre.</li> <li>To play either tuned or untuned percussion, or using their voice, in a piece that focuses on texture.</li> </ul>	<ul style="list-style-type: none"> <li>To know which instruments might best be used to create the layers of sounds which are most appropriate for representation of the chosen topic.</li> </ul>
<b>Tempo</b>	Temps is how fast or slow the music is.		<ul style="list-style-type: none"> <li>To know how to identify and separate like and unlike timbres within the percussion family.</li> </ul>
<b>Duration</b>	Duration is the length of a piece of music.		<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Structure</b>	Structure in music means the way the piece is built up.		<ul style="list-style-type: none"> <li>To know how to use standard music notation to learn the fragment of melody.</li> </ul>
<b>Dynamics</b>	Dynamics in music are how loud or how soft a piece of music is.		