




## Y5 Spring 2 – Music – Composition

Subject Specific Vocabulary		Relevant Pictures and Information		Exciting Websites
tempo	The speed of the music.			<a href="#">Gustav Holst- The Planets, Full Suite - Bing video</a>
compose	Making up your own music.			 Gusav Holst – composer of ‘The Planet Suite.’
pattern	Anything whose form repeats			
ostinato	Repeated rhythm or phrase.			
characteristics	Components that make music.	What I've learnt already		Key Knowledge
dynamics	The varying levels of volume of sound in different parts of a musical performance.	Year 4 - How to:		<ul style="list-style-type: none"><li>• To maintain own part whilst others are performing their part.</li><li>• To compose music which meets specific criteria.</li><li>• To choose the most appropriate tempo for a piece of music.</li><li>• To use notation to record compositions in a small group or individually.</li><li>• To be able to repeat a phrase from the music after listening intently.</li><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><li>• To describe, compare and evaluate music using musical vocabulary</li><li>• To explain why they think music is successful or unsuccessful.</li></ul>
		Skills I am developing		
		<ul style="list-style-type: none"><li>• To play either tuned or untuned percussion in a piece that focussing on timbre.</li><li>• To confidently identify and move to the pulse.</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 gain awareness of music vertically as well as horizontally.</li></ul>		
crescendo	Gradual increase in loudness.	<ul style="list-style-type: none"><li>• To devise and use new forms of graphic notation so that body percussions, simple vocal sounds and text may be remembered, rehearsed and performed.</li><li>• To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li><li>• To explain the keynote or home note and the structure of the melody.</li><li>• To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li><li>• To record the composition in any way appropriate that recognises the connection between sound and symbols.</li><li>• To talk about how it was created.</li><li>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li><li>• To listen to performances of other groups and determine what might be represented by the body percussion or vocal noises they experience, as well as understand the text they hear.</li></ul>		
diminuendo	Gradual decrease in musical volume.			



planets



compose



composer



mars



venus



listen



# Year 5 - Composition



perform



mercury



jupiter



rehearse



orchestral



neptune



uranus



saturn