



planets



compose



composer



mars



venus



listen



# Year 5 - Composition



mercury



perform



jupiter



rehearse



orchestral



neptune

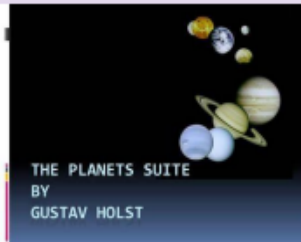




uranus



saturn

## 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.			<b>Pioneers and Role Models</b>
pattern	Anything whose form repeats			
ostinato	Repeated rhythm or phrase.			Gusav Holst – composer of 'The Planet Suite.'
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.	<b>Year 4 - How to:</b> <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>		<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		
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.			