
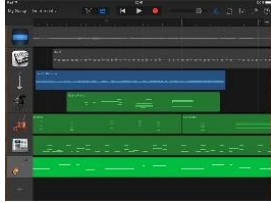



## Music: Composition with Garage Band – Y6 Topic Vocabulary Mat

Subject Specific Vocabulary		Relevant Pictures and Information	Exciting Websites
<b>melody</b>	a sequence of single notes that is musically satisfying; a tune	 	Using Garage band loop: <a href="https://www.youtube.com/results?search_query=rihanna+umbrella">https://www.youtube.com/results?search_query=rihanna+umbrella</a>
<b>accompanying</b>	to perform with another performer		<b>Pioneers and Role Models</b>  Artist Rihanna uses Garage Band in her track 'Umbrella.'
<b>loop</b>	an instrumental passage that is repeated	<b>What I've learnt already</b> <b>Year 5 - How to:</b> <ul style="list-style-type: none"> <li>listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>record the composition in any way appropriate that recognises the connection between sound and symbols.</li> <li>talk about how it was created.</li> <li>listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	<b>Key Knowledge</b> <ul style="list-style-type: none"> <li>play a musical instrument with the correct technique within the context of the Unit song.</li> <li>select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>analyse features within different pieces of music.</li> <li>accurately recall a part of the music listened to.</li> <li>to listen to the needs of others - with a common goal in mind and adapt accordingly.</li> <li>use a variety of different musical devices in composition (including melody, rhythms and chords).</li> <li>evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>know the genre or style that the piece is based upon, and to be able to state who or what that is.</li> <li>compare and contrast the impact that different composers from different times have had on people of that time.</li> </ul>
<b>layers</b>	layering sounds in the track or different elements of the track.	<b>Skills I am developing</b> <ul style="list-style-type: none"> <li>choosing what to perform and creating a programme.</li> <li>discussing and talking musically about it – “What went well?” and “It would have been even better if...?”</li> <li>using musical words when talking about the songs.</li> <li>talking about the musical dimensions working together.</li> <li>comparing two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>listening carefully and respectfully to other people's thoughts about the music.</li> <li>listening to and reflecting upon the developing composition and making musical decisions about how the melody connects with the song.</li> <li>recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	
<b>evaluate</b>	analysing music		
<b>different devices</b>	repetition/variation		
<b>analyse</b>	the study of musical structure		
<b>technique</b>	the means for executing musical ideas		