

Autumn Term 1 – Y3 - Listening and Appraising Western Classical Tradition and Film



What do I already know?

- I can recognise different instruments used in pieces including tuned and untuned instruments (Y1/Y2).
- I can use simple musical language to describe a piece (pulse, pitch, and rhythm) (Y2).

What will I learn?

- I will be able to group different musical instruments into their families.
- I will be able to describe the dynamics and tempo of pieces of music in more detail and link it to how it makes me feel.

Vocabulary

Baroque Period	A period of Western Classical music that was between 1600-1750AD
Allegro	Fast music.
Adagio	Slow music.
<i>Forte (f)</i>	Playing 'loud'.
<i>Piano (p)</i>	Playing 'soft'.



George Frideric Handel
Baroque Period

Handel was a German-British composer who was well known for his operas, anthems, and organs concertos. He was alive between 1685-1759, which was in the **baroque period** of music. He combined German, French, Italian and English musical styles into 40 operas.

Messiah – Hallelujah

Messiah was an English-language oratorio (a choir opera piece) which was composed in 1741. Like most oratorios, this was a religious piece focusing on the gospels and text about the 'messiah' Jesus Christ. It was composed to include a choir that sung in 4 different parts and an orchestra with string, woodwind, and brass instruments.

Instrument Families

In Hallelujah from Messiah there was an orchestra with instruments from different families:

Strinas Family



Woodwind Family

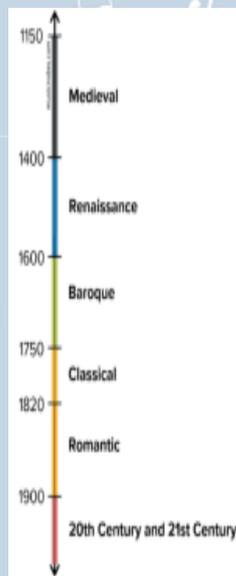
THE WOODWIND FAMILY



Woodwind instruments are played by blowing through a 'reed'.
All string instruments are played by hand or using a 'bow'.

Composition and Improvisation:

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.



<i>Pulse</i>	<i>Pitch</i>	<i>Tempo</i>	<i>Dynamics</i>	<i>Structure</i>

Autumn Term 2 – Y3 - Listening and Appraising

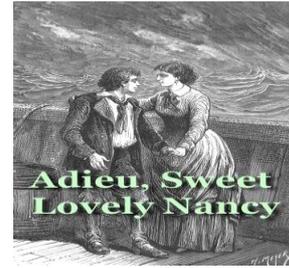
Musical Traditions



Listen & Appraise

What do I already know?

- I understand a basic song structure (verse, chorus) (Y2).
- I can discuss the purpose of a song and where/why it would be heard.
- I can explore and create different melodic patterns (Y2).



Adieu, Sweet Lovely Nancy Style: Traditional Folk England

'Adieu' meaning goodbye, it is one of the best-known songs of a sailor leaving his family to go to sea to 'fight for the crown'. The song is a reminder that not all sailors in the navy were forced – some joined for the promise of travel and adventure. It tells the story of him being hopeful that he will return back to her.

The earliest known date of this work is sometime before 1854. It is a traditional song in England; the original composer is unknown, but is thought to be from Sussex.

What will I learn?

- I will begin to understand how sounds and melodies are layered into different parts.
- I will develop my understanding of the origins of different styles of music and its historical significance.

Vocabulary

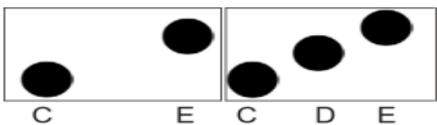
Folk Music	A genre of music which tells a story and passed down for generations.
Melody	The main musical 'sentence' or tune that is played.
Harmony	A musical effect created by combining two or more notes played or sung at the same time.
Lyrics	The words that are sung in a song.
Duet	A piece that is played or sung by two performers.

This is Sussex, which is where the folk song is meant to be from in England.



Composition/Improvisation opportunities:

Create short up and down phrases using rhythmic notation and letter names (3 note range):



Folk music:

Folk music is the music that is sung by the people, not music recorded in a studio or performed on a stage. People learn these songs by singing them with others. The songs are passed down from generation to generation, and are often changed as they are passed down.

Its **lyrics** are often like a poem, but the **melody** stays the same.

Pulse	Pitch	Tempo	Dynamics	Texture	Timbre	Rhythm	Structure