

# Spring Term 1 – Y5 - Listening and Appraising Western Classical Tradition and Film



What do I already know?

- I know the names of an increasingly large range of instruments and what family of instruments they are part of
- I will be able to discuss different effects used in the piece and explain how they make me feel.
- I can discuss the significance of a piece of music and its context within time.

What will I learn?

- I will begin to compare different pieces of music using musical vocabulary
- I will continue to discuss the importance of pieces of music at the time including significant composers.
- I will have an increasing understanding of the structures that can be used when composing pieces of the music including the use of repetition with variation.

## Vocabulary

|                   |   |
|-------------------|---|
| <b>melody</b>     | Melody is a series of different tones, or sounds, in a piece of music. The notes are played or sung one after another to make up a song. The tones in a melody may be low or high.  |
| <b>pentatonic</b> | A pentatonic scale is a scale with five notes in each octave. Pentatonic scales are very common and are found in folk music from all over the world. Any scale using five notes is "pentatonic" ("penta" is Greek for "five").  |
| <b>variation</b>  | In music, the word variation is to play a piece of music and change the notes or add parts into it but also making it sound like the piece of music in another way.<br>There are lots of ways of varying a tune, and each variation will change it in a different way. A variation may play the tune much faster or much slower (change of tempo), it may change the tune by adding extra sharps and flats or other ornamental notes, or by playing the tune in octaves. It may change the harmony or the rhythm or use different instruments. It may combine the tune in different parts (counterpoint). |
| <b>conductor</b>  | An orchestra is directed by a conductor. He/she helps the players to play together, to get the right balance so that everything can be heard clearly, and to encourage the orchestra to play with the same kind of feeling.   |

Samuel Coleridge Taylor was a composer and conductor. Coleridge-Taylor was born in Holborn, London. His black father was a doctor from Sierra Leone, his mother was English. His parents were not married. His father went back to Africa by February 1875. He had the job of coroner for the British Empire in the Gambia in the late 1890s. He did not know anything about his son's existence. Coleridge-Taylor was brought up in Croydon. He studied the violin at the Royal College of Music and composition with Charles Villiers Stanford.

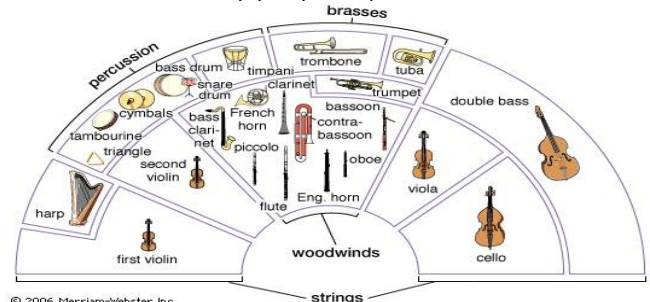


Soon Coleridge-Taylor became known as a composer. Edward Elgar helped him get one of his pieces performed at the Three Choirs Festival. Two months later Stanford conducted the cantata Hiawatha's Wedding Feast, the piece for which he is best remembered. He toured the United States in 1904. This made him even more interested in finding out about his racial heritage. He wanted to do for African music what Johannes Brahms had done for Hungarian music and Antonín Dvořák for Bohemian music. Coleridge-Taylor was a shy man, but he was a very good conductor.

Coleridge-Taylor was 37 when he died of pneumonia. His widow hardly had any money, but King George V gave her a pension of £100, which shows how popular Coleridge-Taylor had been as a composer. A memorial concert was held later in 1912 at the Royal Albert Hall and gathered £300.

Symphonic Variations on an African Air starts with an interesting **pentatonic** melody. Composed in 1906, the song is based on an African-American song, "I'm troubled in mind."

He transforms the **melody** through different **variations**. This creates a long piece of music that can take up to 20 minutes to play. Instruments included in a modern philharmonic orchestra that may play this piece:



## Connecting Concept



Compose a melody from a pair of musical phrases in the pentatonic scale.

# Spring Term 2 – Y5 - Listening and Appraising

## Popular Music



Listen & Appraise


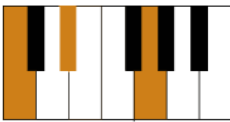
### What do I already know?

- I know the names of an increasingly large range of instruments and what family of instruments they are part of.
- I will be able to discuss different effects used in the piece and explain how they make me feel.
- I can compare different pieces of music with support to use musical vocabulary.

### What will I learn?

- I will continue to compare different pieces of music using musical vocabulary
- I will consider how music can be used to tell a story and why a composer/songwriter may choose to use different elements.
- I will have an increasing understanding of the structures that can be used when composing pieces of the music and the way that lyrics are created using stories or images as inspiration.
- I can compose using major and minor chords to create mood.
- I can experiment with dynamics in my composition.

### Vocabulary

|                           |  |
|---------------------------|--|
| <b>Texture</b>            | Texture refers to the overall sound of a piece of music. It can be thick or thin, busy or sparse and so on. Texture is determined by how many instruments are playing, how many different parts there are and the timbre of the instruments playing.   |
| <b>Dynamics</b>           | How loud or soft a piece of music is played.   |
| <b>Scale</b>              | A sequence of eight adjacent notes which together span an octave.  |
| <b>Major/Minor Chords</b> | <p>Music in major keys or using major scales are referred to as happy with minor meaning sad.</p> <p>Major chords are made by using just white notes on the piano by the 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> note in the <b>scale</b>.</p>  <p>Minor chords are made by using white (and sometimes black keys) using the 1<sup>st</sup>, 3<sup>rd</sup> (black key) and 5<sup>th</sup> note in the <b>scale</b>.</p>  <p style="text-align: center;"><b>C minor (Cm)</b></p> |
| <b>Lyrics</b>             | Lyrics are the words to a song. A person who writes lyrics is called a lyricist. The lyrics of a song will usually have a meaning.   |
| <b>Songwriter</b>         | A person who writes popular songs or the music for them.   |

Björk was born Björk Guðmundsdóttir on 21 November 1965 in Reykjavík, Iceland. She is an Icelandic singer, songwriter, composer, actress, record producer and DJ.



Her career started with singing Tina Charles' 1976 hit song "I Love to Love" in a school recital, and a recording of her singing the song was sent to the RÚV radio station. Her self-titled debut album, Björk, was recorded and released in Iceland in December 1977. Before embarking on a solo career in 1993, Björk was the lead singer of alternative rock band The Sugarcubes, which is called as "Iceland's biggest rock band". Her albums reached the top 20 in the Billboard 200 chart.

Björk has won five BRIT Awards, four MTV Video Music Awards, one MOJO Award, three UK Music Video Awards, 21 Icelandic Music Awards. She has also been nominated for 14 Grammy Awards, one Academy Award, and two Golden Globe Awards. She was included in Time Magazine's list of the 100 most influential people in the world. She won the Best Actress Award at the 2000 Cannes Film Festival for her performance in the movie *Dancer in the Dark*.

"Play Dead" was released as the only single from the soundtrack of the 1993 crime drama *The Young Americans*. The song was co-written by Jah Wobble, Björk featuring David Arnold. Björk was asked to write the **melody** and **lyrics** for the song, while Wobble wrote the bass part and Arnold composed the **score**.

Björk described the writing as "very difficult" because "the character in the film was suffering and going through hardcore tough times and at the time I was at my happiest". The song is underscored by moody strings and its lyrics about acting numb to prevent emotional pain. Björk wrote it from the main character's point of view.



### Connecting Concept



Use chords to compose music to evoke a specific atmosphere, mood or environment. Consider and experiment with dynamics.

|                    |             |           |
|--------------------|-------------|-----------|
| <b>pianissimo</b>  | very soft   | <b>pp</b> |
| <b>piano</b>       | soft        | <b>p</b>  |
| <b>mezzo piano</b> | medium soft | <b>mp</b> |
| <b>mezzo forte</b> | medium loud | <b>mf</b> |
| <b>forte</b>       | loud        | <b>f</b>  |
| <b>fortissimo</b>  | very loud   | <b>ff</b> |