




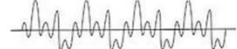













Area: Listening and Appreciating	Year: 3	Subject: Music	
What should I already know? → musical instrument belong in orchestral 'families' based on how they are played and the sound they create (string, percussion, woodwind, brass) → music is a way of communicating ideas and that music can make you feel different moods/emotions	How will I use this learning in the future? In Year 4 I will be appreciating and understanding a wide range of high-quality live and recorded music, commenting on dynamics, pitch, tempo, timbre and texture . I will be able to compare music and express growing tastes in music.	What vocabulary should I learn?	
		appraise	evaluate and review
		baroque	elaborate and dramatic
		classical	melodic and tuneful
		concerto	solo instrument or instruments accompanied by an orchestra

What should I be able to do by the end?																								
I appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre. → I can describe the differences in sound based on the instrument (timbre).  Flute  Voice  Violin   	I understand that there are many different styles of music and that music has changed over time. → I can listen to and appraise a range of different styles of music. → I am aware of some of the instruments used within the styles. → I can put the periods of western musical history onto a timeline.	I can comment on likes and dislikes with reasons. <table border="1" data-bbox="996 550 1512 805"> <thead> <tr> <th>Music Title</th> <th>Composer</th> <th>Genre</th> <th>Tempo (Fast/Slow)</th> <th>Pitch (High/Low)</th> <th>Dynamics (Loud/Soft)</th> <th>How does this music make me feel?</th> </tr> </thead> <tbody> <tr> <td>Three Little Birds</td> <td>Bob Marley</td> <td>Reggae</td> <td></td> <td></td> <td></td> <td> </td> </tr> <tr> <td>What a Wonderful World</td> <td>Louis Armstrong</td> <td>Jazz</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> → I can use musical vocabulary, e.g. I prefer _____ piece <u>because</u> it has a faster tempo and I find this makes me feel happier than _____.	Music Title	Composer	Genre	Tempo (Fast/Slow)	Pitch (High/Low)	Dynamics (Loud/Soft)	How does this music make me feel?	Three Little Birds	Bob Marley	Reggae				 	What a Wonderful World	Louis Armstrong	Jazz					contemporary rhythmically, harmonically and texturally current modern unconventional, freedom renaissance choral/harmonic pieces romantic emotive, energetic & passionate sonata an instrumental soloist, often with a piano accompaniment timbre the tone or unique quality of a sound e.g. rough, smooth
Music Title	Composer	Genre	Tempo (Fast/Slow)	Pitch (High/Low)	Dynamics (Loud/Soft)	How does this music make me feel?																		
Three Little Birds	Bob Marley	Reggae				 																		
What a Wonderful World	Louis Armstrong	Jazz																						
What vocabulary do I already know?																								
		brass	makes sounds using the player's lips																					
		percussion	make sounds when they are hit, rubbed, scratched or shaken																					
		string	make sounds when being strummed or plucked																					

What should I know by the end?

History of Music Periods Timeline					
Renaissance 1400 - 1600	Baroque 1600 - 1750	Classical 1750 - 1820	Romantic 1820 - 1900	Modern 1890 - 1960	Contemporary 1960 - Present
Instruments: lute, viol, sackbut, tabor Composers: Allegri, Prez, Tallis, Monteverdi Other: music was sacred (religious) or secular (non-religious)	Instruments: cello, mandolin, double bass, harpsichord Composers: Vivaldi, Bach, Handel Other: concertos and sonatas were introduced	Instruments: piano, oboe, bassoon, clarinet Composers: Beethoven, Mozart Other: more woodwind instruments in the orchestra	Instruments: trumpet, harp, drums, piccolo Composers: Schumann, Tchaikovsky, Chopin Other: pieces had lots of twists and turns and were unpredictable	Instruments: piano, guitar, drum, trumpet Composers: Gershwin, Ellington, Bernstein Other: changes in dynamics and tempo, solos from instruments	Instruments: clarinet, saxophone, keyboard, electric guitar Composers: Zimmer, Auerbach, Yanni Other: more percussion used, synthetic sounds