

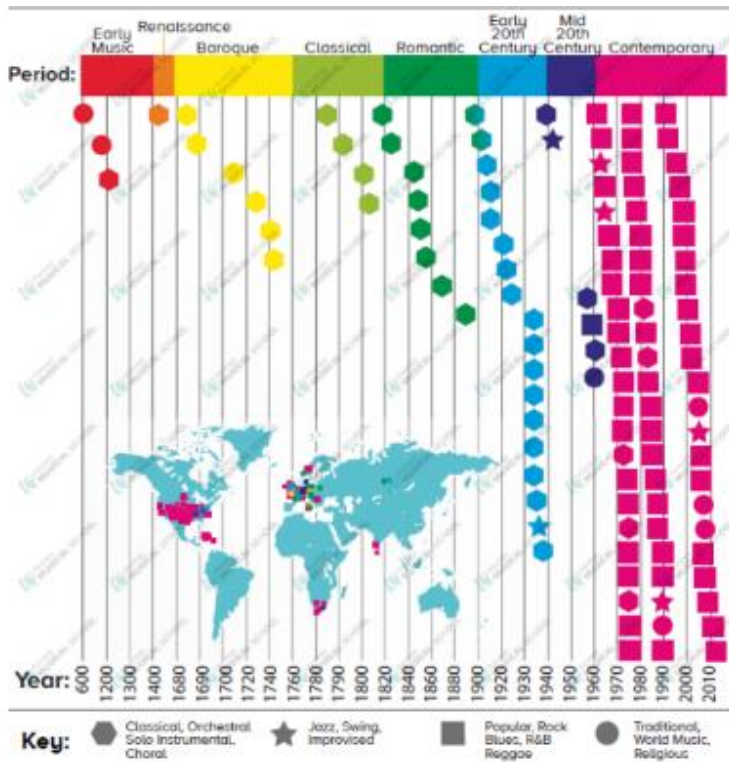


<b>Area: Listening and Appreciating</b>	<b>Year: 6</b>	<b>Subject: Music</b>	
<b>What should I already know?</b> → name some great composers and recall some facts about their compositions: Vivaldi, Handel, Debussy, Bach, Beethoven, Tchaikovsky, Mozart → the structure is how the music is put together in its parts	<b>How will I use this learning in the future?</b> In KS3 I will be listening with increasing discrimination to a wide range of music from great composers and musicians. I will develop a deeper understanding of the music that composers and musicians perform and its history.	<b>What vocabulary should I learn?</b>	
		<b>anthem</b>	a rousing or uplifting song identified with a particular group
		<b>identifiable</b>	recognised
		<b>influence</b>	have an effect on the development of music somewhere else

**What should I be able to do by the end?**

I can appreciate and understand a wide range of high-quality live and recorded music, drawn from different cultures, traditions and from great composers and musicians.

I can talk about music around the world and link this to cultures and traditions. For example, carnival music is traditional to countries such as Brazil.



→ I can link the genre of music to their places of origin, commenting on these features.

<b>neighbouring</b>	nations that are next to each other
<b>traditional</b>	long-established event or culture
<b>What vocabulary do I already know?</b>	
<b>alto</b>	quite high pitch, medium size and weight
<b>baritone</b>	largest saxophone, low pitch, deep and powerful
<b>samples</b>	a recorded sound
<b>soprano</b>	small saxophone, highest pitch
<b>structure</b>	how the music is put together in its parts
<b>tenor</b>	most common saxophone, throaty and full tone

I notice and explore how music can reflect time, place and culture.

I can use my knowledge to make educated guesses of which pieces belong to each period of history.

