

## Year 6: Advanced rhythms

In this unit we learn about the Kodaly Method and use it to explore rhythmic patterns. We listen to Steve Reich's 'Clapping Music' (1972) and attempt our own clapping rhythms.



### Vocabulary

#### Canon

A piece of music where a melody is played and then imitated (one or more times) after a short delay. For example, when you sing in a 'round'.

#### Compose

To write or create a work of art, such as a piece of music.

#### Improvise

To make up music as it is played or performed.

#### Kodaly Method

The idea of this method is to teach music by listening, singing, moving and dancing before reading and writing. A bit like learning a language.

#### Melody

Notes of different pitches played in a sequence in order to create a tune.

#### Music critic

A person who analyses and reviews pieces of music.

#### Notate

Write symbols to represent music.

#### Pulse

Pulse is a steady beat - the heartbeat of the music.

#### Rhythm

The pattern of long and short notes in music.

#### Unison

Playing or singing notes of the same pitch at the same time.

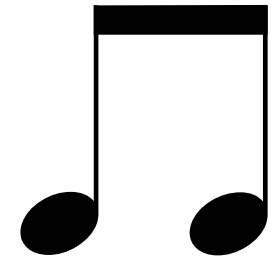
### Kodaly rhythms

These are the rhythm names we use in the Kodaly Method.



#### TA = Crotchet

This is one beat.  
We clap once.



#### Ti-Ti = Quaver

This is also one beat,  
which means that a  
single Ti is half a beat.  
We clap twice, double the  
speed of TA.



#### SH = Crotchet rest

This is a rest for one  
beat. There is no sound.  
We open our hands to  
show there is a beat, but  
no sound.



#### TWO = Minim

This is two beats. We clap  
at the beginning of the  
note, then slide our  
hands to show there are  
two beats.

## Year 5: Dynamics, pitch and tempo (Coast)

### Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825.

The focus piece for this topic is Fingal's Cave by Mendelssohn (1830) which is a classical piece depicting the sea and waves swirling around Fingal's Cave which is in the Inner Hebrides.



### Vocabulary

**Depict** To represent something using music.

**Composition** A piece of music that has been created.

**Conductor** A person who directs the performance of an orchestra or choir, using hand signals.

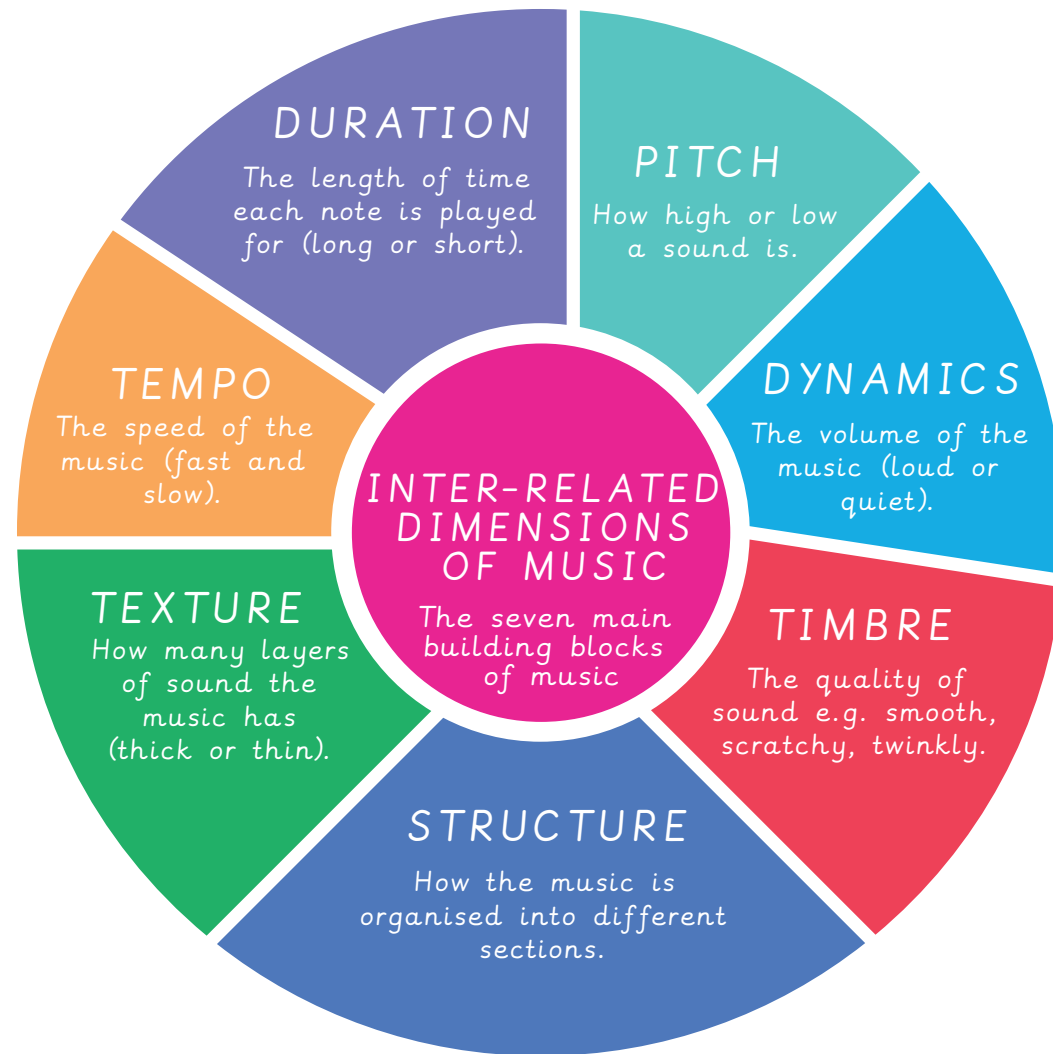
**Graphic score** A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music.



**Improvise** Making up music as it is played or performed.

**Notate** To write symbols to represent music.

**Ensemble** A group of people who perform instrumental or vocal music.



## Year 6: Film music

In this unit we explore the music used in film to accompany the action and create atmosphere.

### Examples of scenes and types of music



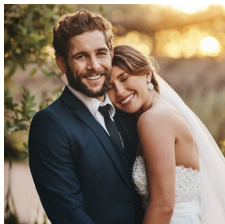
#### TENSE music

- Long notes followed by short notes or pauses.
- Melody switching between two notes (think of 'Jaws').
- Useful for making the viewer think something bad is going to happen.



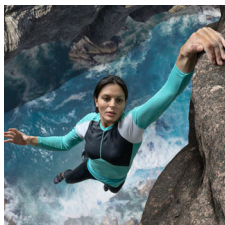
#### PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat the enemy, etc.



#### ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



#### DANGER music

- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

### Vocabulary

#### Chromatics

Notes played from the chromatic scale which can make the music sound 'creepy'.

#### Composition

A creative work, such as a piece of music.

#### Evoke

To bring forth emotions.

#### Graphic score

A way of writing down music on the page without using traditional stave notation, instead using images to represent the music.

#### Imagery

Visually descriptive music.

#### Improvise

Making up music as it is played or performed.

#### Major key

A tonality where the music sounds happy or bright.

#### Minor key

A tonality where the music sounds sad or tense.

#### Modulates

Changing from one key to another (eg major to minor key).

#### Notate

To write symbols to represent music.

#### Pitch

How high or low a note sounds.

#### Sound effects

Effects made that imitate real sounds.

#### Soundtrack

The background music, together with the main songs, create the soundtrack to a film.

#### Tremolo

A trembling effect, achieved by creating a loud and then quiet sound with a single note.

#### Unison

Playing or singing notes at the same pitch, at the same time.

## Year 6: Leavers song

### Musical style: Pop music



Exploring pop songs about new beginnings. Pop music is short for 'popular music' and this style of music generally has a simple, memorable melody.

### Vocabulary

**Lyrics** The words of a song.

**Tempo** The speed of the music.

- **Presto** - To perform at a very fast tempo.
- **Allegro** - To perform at a quick, lively tempo.
- **Largo** - To perform slowly.
- **Accelerando** - To perform with a gradual increase in speed.
- **Ritardando** - To perform with a gradual decrease in speed.

**Arrangement** Adapting a piece of music that already exists. Usually so that it can be played by different instruments.

**Chords** Two or more notes that are played at the same time and work in harmony.

**Chord progression** A group of chords played in a particular order.

**Melody** The combination of pitch and rhythm which forms a tune.

**Dynamics** The volume of the music.

- **Crescendo** - Gradually increasing volume.
- **Diminuendo** - Gradually reducing volume.
- **Forte** - To play loudly or strongly.
- **Piano** - To play quietly or gently.

**Verse - chorus structure** A structure common in pop music, with two repeating sections: the verse and the chorus. The verse usually has different lyrics on each repetition.

**Rhyming pattern** The arrangement of the rhyming lines in a poem or song.

**Backing track** A pre-recorded musical accompaniment.

### Rhyming patterns

**AABB** - Lines **1 and 2** rhyme and lines **3 and 4** rhyme.

**ABAB** - Lines **1 and 3** rhyme and lines **2 and 4** rhyme.

**ABBA** - Lines **1 and 4** rhyme and lines **2 and 3** rhyme.

**ABCB** - Lines **2 and 4** rhyme and lines **1 and 3** rhyme.



## Year 6: Songs of World War 2

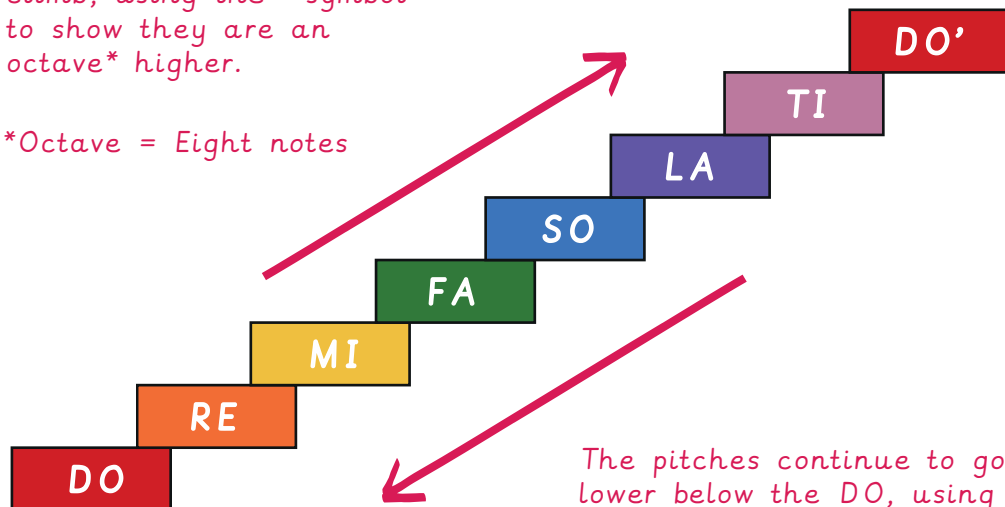
The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



### Solfa ladder pitches

The pitches continue to climb, using the ' symbol to show they are an octave\* higher.

\*Octave = Eight notes



The pitches continue to go lower below the DO, using the , symbol to show they are an octave lower.

### Vocabulary

#### Expression

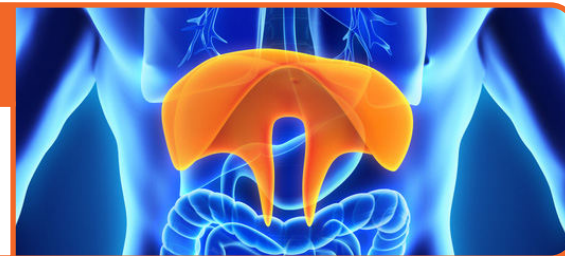
Playing or singing with a personal response to the music.

#### Dynamics

The volume of the notes. This often changes throughout a piece of music.

#### Diaphragm

A dome shaped muscle, which we use to control our breath when singing.



#### Melody

The combination of pitch and rhythm which forms a tune.

#### Melody line

The notes that make a melody.

#### Counter melody

A melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but is different to harmony because it uses a different rhythm.

#### Pitch

How high or low a note sounds.

#### Score

A written form of a musical composition.

#### Graphic score

A way of writing down music on the page without using traditional stave notation, instead using symbols and images to represent the music.



## Year 5: Theme and Variations (Pop Art)

### Musical form: Theme and variations

Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.

### Vocabulary

#### Pop Art

An art movement from the 1950s where artists focused on common objects (comic books, tins of soup, teacups) and showed them in bold, bright colours.



#### Pulse

Pulse is a steady beat - the heartbeat of the music.

#### Notation

Written symbols to represent music.

#### Diaphragm

A dome shaped muscle beneath our lungs, which we use to control our breath when singing.

#### Melody

Notes of different pitches played in a sequence in order to create a tune.

#### Phrase

A short musical passage that makes sense on its own.

#### Rhythm

The pattern of long and short notes in music.

#### 3/4 time

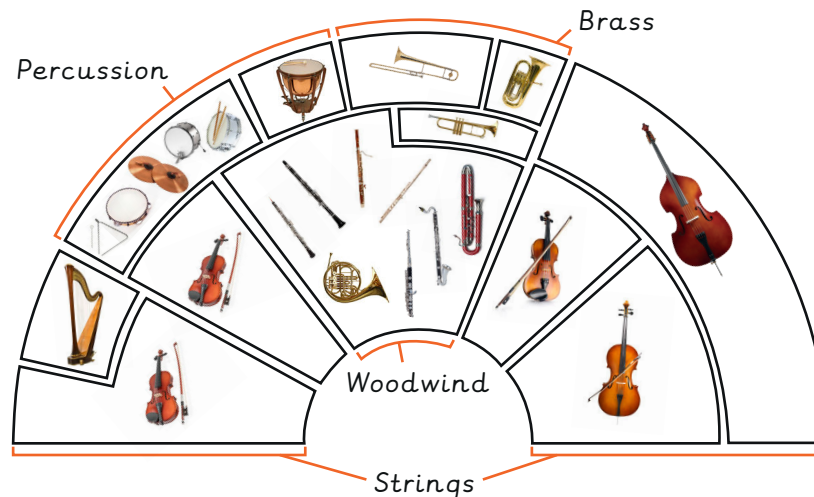
Commonly called 'waltz time' and only has 3 beats per bar.

#### 4/4 time

Known as 'common time' and has 4 beats per bar.

#### Orchestra

A group of instruments that play together.



**Strings** - Instruments that are played by plucking or bowing strings.

**Woodwind** - Instruments that make sound by blowing air through a reed or small mouthpiece.

**Brass** - Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

**Percussion** - Instruments that are played by striking, beating or shaking the instrument.

### Kodaly rhythm names

