

## Year 6 – Musical Appreciation and appraisal

### Inspiration

Partnership with parents: invitation to watch children’s musical performances on seesaw

#### Key Questions

- How has music changed over time?
- What are the different musical periods?
- Have there been any changes to the elements of music over time?
- Why did certain instruments go out of fashion?
- How can music be effective in conveying messages?

#### Concepts

- Music is a historical concept and is subject to changes in style and fashion
- Political events and major historical events are often reflected in the music of the era
- Whilst the music of different eras sounds very different, with different instruments, the fundamental elements stay exactly the same (i.e. pitch, tempo, timbre)
- Like periods in history, the different musical periods have different names

#### Also covered in:

- Singing assembly (pre/post covid)
- Musical elements of other subjects (e.g. short songs in MFL)

#### Skills

- Recognising and identifying different types, ages and styles of music through the use of a chronological timeline.
- Recognition of music as an important part of history.
- Recognising different instruments aurally and visually.
- The creation of an image or impression of a piece of music based on what they hear through art or writing
- Recognition of the varying messages in musical compositions through time.

#### By the end of this unit, children will be able to:

- Understand that music falls into one of several historical periods
- Pick out characteristics of the music of each era
- Understand that music was/is frequently used to convey moral/political messages
- Appreciate that the fundamental elements of music are unchanged even though the music sounds very different through changes in fashion and instruments.

### Knowledge

#### Elements of Music

- Pitch, timbre, dynamics, texture, tempo – explain each and why each one is important in a piece of music.

#### Timeline

- Children to create a timeline from approximately 1300 to the present day.
- Starting with the present day, the children discuss and place their own favourite music on the timeline
- The children will then work back through the different musical eras, including romantic, classical, baroque and renaissance, listening to examples of music from each era. An explanation of each era can be found here: [https://www.classicsforkids.com/music/musical\\_periods.php](https://www.classicsforkids.com/music/musical_periods.php)
- Emile Sande: <https://www.youtube.com/watch?v=Q03E7oTc5qo>
- Jazz: <https://www.youtube.com/watch?v=woLOqU-KJ4g>
- Early 20<sup>th</sup> Century: <https://www.youtube.com/watch?v=Jmk5frp6-3Q>
- Romantic: <https://www.youtube.com/watch?v=fOk8Tm815IE>
- Classical: [https://www.youtube.com/watch?v=UhpBT0dA\\_oA](https://www.youtube.com/watch?v=UhpBT0dA_oA)
- Baroque: <https://www.youtube.com/watch?v=H7hGiZ579cs>
- Renaissance: <https://www.youtube.com/watch?v=y61xASw1m4U>

#### Listening and appraising

- Children to listen to the pieces of music and spot the features within them. For Mars, the children need to express what comes into their mind either through writing or drawing. For Emile Sande, children to try and understand the message of the song – i.e. equality for all
- Children to appreciate that important messages are conveyed through music e.g. religion in the renaissance era, pictures in the modern era, political messages in popular music. Children to think of a piece of music or song they enjoy and think about what the message might be.

#### Instruments and changes

- Children to look at a selection of instruments and see the changes from earlier music to the present day.
- Even though the pieces sound vastly different, all elements of music remain very similar – i.e. there is a tune, a selection of instruments, loud parts, soft parts etc.
- Why did certain instruments go out of fashion: <https://www.youtube.com/watch?v=q9wPZGKvtLY> study of crumhorns. Children to describe the sound and discuss why it may have fallen from favour.

#### Instruments for specific discussion



Crumhorn



Harpsichord

#### Topic Specific Vocabulary

**Renaissance, baroque, classical, romantic, modern. Pop, rock, folk, church music.**

#### NC Subject content

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increased accuracy

#### Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 5

Year 6

Violin, flute, drum, piano (quiet), forte (loud), high, low, timbre, rhythm, pitch, tempo, harp, pattern, repeat, ostinato

Standard orchestral instruments, piano, recorder, harpsichord, crumhorn, high, low, pitch, timbre,

**We are listeners/musicians/performers**

*Audience: parents to be shown performances on seesaw*

DRAFT