



## Year 6 Rivers Composition

### What I should already know.

- I know that **Melody** is a single series of notes that create a tune.
- I know that **Rhythm** is a repeated pattern of music.
- **Stave** – The first five horizontal lines and four spaces that each represent a different musical pitch.
- I know how to read the **treble clef musical stave** and can work out the notes, **EGBDF and FACE**.
- **Pitched percussion** - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc.
- **Unpitched percussion** - percussion instruments that can only make a limited number of sounds – drums, shakers, woodblocks, tambourine etc.

### Elements

I know that **Texture** is layers of sound created by playing instruments together or separately throughout a piece of music. (**Thick, Thin**)

I know that **Timbre** is the quality of sound. What an instrument sounds like. (**Legato, Staccato**)

I know that **Duration** is about keeping a steady beat.

I know **Tempo** is the speed of the music.

I know that **Dynamics** is the volume of the music, (**Forte, Piano, Crescendo & Decrescendo**).

I know that **Pitch** is how **high** or **low** a note is.

**Structure** – The different sections of music; how it changes, including the use of repetition, contrast & chord changes.

### What will I know by the end of the unit?

#### Skills

##### Performing and Rehearsing (Playing)

- \*Demonstrate precise and confident instrumental skills and use them to perform expressively.
- \*Perform significant parts from memory and from notations with awareness of own contribution.
- \*Refine and improve own work.
- \*Perform alone and in a group, displaying a variety of techniques.
- \*Take turns to lead a group.
- \*Recognise which refinements need to be made and know how to make them.
- \*Play, taking greater responsibility (ownership) of the standard and quality of performance, including independent practise.

##### Notating (transcribing)

- \*Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation.
- \*Use relevant notation to accurately record and communicate creative musical ideas.
- \*Quickly read notes and know how many beats they represent.
- \*Use symbols when notating to describe the music's dynamics.
- \*Know and use standard musical notation of crotchet, minim and semibreve, to indicate how many beats to play.

##### Composing

- \*Improvise melodic and rhythmic material within given structures.
- \*Show thoughtfulness in selecting sounds and structures to convey an idea and journey.
- \*Create a polyphonic group performance with own musical patterns.
- \*Use a variety of different musical devices including melody, rhythms, and chords.

#### Vocabulary

**Orchestral families** –String, Brass, percussion & woodwind affect the **Timbre**.

**Accompaniment** – a musical part that supports or partners an instrument, voice or group.

**Polyphony** – two or more lines of independent but simultaneous melodies.

**Verse/ Chorus** – parts of music where the chorus is a repeated melody but the structure of the verse can change.

**Call/response** - two distinct phrases usually written in different parts of the **music**, where the second phrase is heard as a direct commentary on or in **response** to the first.

### Key Knowledge

**Timbre** – the sound quality of the different orchestral families (String, Brass, Percussion & Woodwind).

**Texture** – How layers are used.  
Through melody (solo), accompaniment, or polyphony.

**Structure** –The use of repetition -binary (AB) or contrast – verse / chorus, call/response,

### Songs

Jeux d'Eaux (1902) by Maurice Ravel  
En Bateau (1886-1889) by Debussy  
Romantic (Impressionism)

Happy (2013) Pharrell Williams  
Contemporary

### Books

The River Story by Meredith Hooper

### Performance Tips

- Count out loud when rehearsing
- Stand (sit) still & straight.
- Do not move or play instrument until needed.
- No fidgeting.
- Look confident.
- If you make a mistake just keep going 😊