



# Year 4 Norse Gods Composition

## What I should already know.

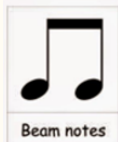
- I can identify the structure and expressive parts of the music and reflect on the effect it has on the listener.
- I can Communicate and explain ideas and opinions about music.
- I know that **Duration** is about keeping a steady beat.
- I know **Tempo** is the speed of the music, (how fast or slow).
- I know that **Dynamics** is about volume change, (how loud or quiet).
- **Timbre** – I can identify percussion and non-percussion instruments. (Drums)
- I know that **Pitch** is how high or low a note is.
- **Composer** – a person who writes music.
- **Score** – music written especially for a specific film.
- **Orchestra** – a group of instrumentalists, especially one combining string, woodwind, brass, and percussion sections and playing classical music.
- **Conductor** – to direct the performance of several players or singers by the use of gestures.
- I know that **Melody** is a single series of notes that create a tune.
- I know that **Repetition** is sounds and sequences that repeat.
- **Scale** – any set of notes ordered by *pitch*.
- I know that **Rhythm** is a repeated pattern of music.
- **Structure** – The different sections of music; how it changes, including the use of repetition & chord changes.
- I know these basic notes:



Treble Clef



crotchet



Beam notes

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

### Skills

#### Listening & Responding

Notice and explore the way sounds can be combined and used expressively.

#### Describing and Discussing

Begin to use a wider variety of musical vocabulary to focus thinking and explain ideas when creating and performing in the correct context.

#### Playing

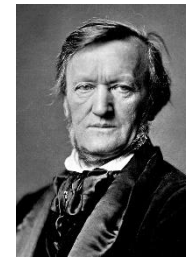
Perform with control and awareness of what others in the group are playing.

#### Notating

Create, perform and record own compositions using increasingly sophisticated symbols.

### Composer

**Richard Wagner** (1813 – 1883), was born on May 22, 1813, in Leipzig, Germany. He was one of the world's most influential and controversial composers, whose operas and music had a revolutionary influence on the course of Western music.



### Instruments

#### Xylophones



## Key Knowledge

**Diminuendo** – getting quieter.

**Crescendo** – gradually getting louder.

**Unpitched percussion** – percussion instruments that can only make a limited number of sounds.

**Pitched percussion** - percussion instruments that can play different pitches.

## Compositions

**Ride of the Valkyries (1856)** from the prelude to Act III of *Die Walküre*. It introduces the third act, which starts with the Valkyries, warrior maidens raised by the god Wotan, riding back from battle before they gather on a mountaintop.

## Vocabulary

**Diminuendo** – getting quieter.

**Crescendo** - gradually getting louder.

**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.