Prior Learning: In Year Four and Year Five we learned how to describe music using a musical vocabulary and about the families of the orchestra

Concepts:In this unit we will fine about significant Britis composingComposingcomposing one work by in detail and using sor the pieces as a stimul our own music.	sh seamon man and a seamon a	<u>4. TWAL</u> To create a graphic score to represent a piece of music We will explore "Storm" from "Peter Grimes" by Benjamin Britten. We will look at examples of representing music using graphic notation and will create a graphic score for a section of the music.
<u>1.TWAL</u> To listen to and analyse a piece of choral music We will explore "Zadok the Priest" by Handel, finding out why it was composed and listening carefully to each section.		<u>5. TWAL</u> To work on a class performance We will look at the "Doctor Who" theme by Delia Derbyshire and find out how the music was put together. We will recreate parts of the piece using classroom percussion and work together to make a performance of the piece.
2. TWAL To understand how music can be used to describe characters We will explore three of the "Enigma Variations" by Elgar, guessing the different characters represented by how the music sounds and making our own version of one of variations.		<u>6.TWAL</u> To understand how body percussion movements can be put into a canon structure We will look at "Connect It" by Anna Meredith and identify how the parts come in one at a time, in canon. We will create our own body percussion piece and perform it in canon.
3.TWAL To develop an ostinato rhythm into a piece of music We will explore "Mars" from "The Planets" by Holst, learning to feel an irregular metre (5/4) and creating our own repeating ostinato. We will add in some "uncomfortable" clusters and make a structure for our piece. Know that an ostinato is a repeating pattern		Words we will know!