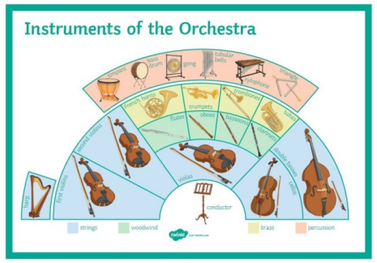
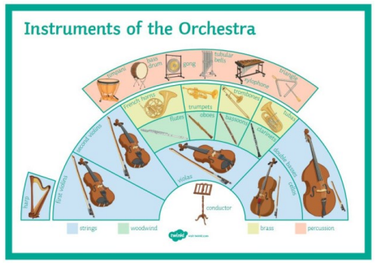


Young person's guide to the orchestra



Year 3

Key knowledge end points and vocabulary:

Recognise the terms allegro and adagio (fast and slow).

Recognise the stave and lines.

Identify crotchets, and minims.

Use 'coffee' and 'tea to apply a chant to each syllable.

Know songs and sing these in unison.

Recognise the terms forte and piano.

Use the terms: pulse and dynamics when describing a piece of music.

Identify music sounds.

Know the names and sounds of a wider range of instruments including those covered in year 2 and cello, trombone, clarinet and glockenspiel.

Help to plan a piece with rhythms.

Begin to notate using symbols and images.

Perform in school assemblies.

Sing with an awareness of the pulse.

Skills:

Identify more instruments by the sound that they make.

Begin to think about what the words of a song mean.

Sing a wide range of unison songs of varying styles and structures.

Sing tunefully and with expression,

Perform actions confidently and in time to a range of action songs.

Pronounce the words within a song clearly.

This unit develops pupils' understanding about orchestral instruments and families/ sections of orchestral instruments. Pupils learn about the construction, sound production and timbres of different orchestral instruments using Benjamin Britten's *"Young Person's Guide to the Orchestra"* to enhance their learning. Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbres. This unit is brought to life by pupil's experiencing actual orchestral instruments (where possible) and pupils join together to play a class orchestra piece to gain an understanding of what it's like to perform as part of a larger group and the role of individual parts to the overall texture of the music.

Key listening:

Young person's guide to the orchestra B. Britten

Ode to Joy

Beethoven's Symphony No 5

Indian classical—Sahela Re

Ravel Bolero

Handel Messiah

O Euchari Hildeparge

History of music:

Classical exploration, Baroque and early music.

Exploration of traditional music from across the world.

Songs:

I am the music man.
Life is a highway
Hey Mr Miller
Nanuma
Thalasa

This unit provides cross-curricular links to:

- **Computing—research about different instruments.**
- **Reading—when researching.**
- **Speaking and listening—verbal feedback.**
- **Design—designing own musical recycled instrument.**

Year 4

Key knowledge end points and vocabulary:

Recognise the terms andante, allegro and adagio (fast and slow).

Identify minim, crotchet, paired quavers and rests.

Identify BAG on the stave.

Play a bar of notation with BAG.

Clap in 4/4 when listening to a piece.

Begin to sing with more confidence.

Recognise the terms crescendo and diminuendo.

Use the terms: pitch, pulse, dynamics, rhythm, timbre, tempo confidently when describing a piece of music.

Identify different parts of a piece.

Have a broad understanding of the orchestra including the different sections: strings, woodwind, brass and percussion.

Create sequences of 2, 3 and 4 beat phrases using known note values (minim, crotchet, crotchet rest and paired quavers).

Perform a range of songs in school assemblies.

Experience leading / conducting the playing of music.

Use rhythm notation and stick notation to capture and record compositions.

Skills:

Identify and describe instruments within a piece of music.

Identify major and minor moods.

Perform with control over voice and awareness of others, taking direction from a conductor for crescendos and diminuendos.

Sing rounds and partner songs in different time signatures (2, 3 and 4 time).

Sing a simple second part to introduce vocal harmony.