

## Prior Learning

Building Blocks: PUPILS SHOULD KNOW:

Rhythmic notation  
Sounds and families of instruments  
Instruments of the orchestra  
Key elements – pulse/beat/tempo/pitch

Links to other subjects:

English: Poetry and Drama (sentence structure, word placement, use of rhyme, reading with expression).

Key listening:

1. *The Lark Ascending* by Vaughan Williams
2. *Dawn Interlude* by Benjamin Britten.
3. *Clair de lune* by Claude Debussy
4. *Fossils*, Camille Saint-Saens
5. *Spring* by Vivaldi



# DBJA Year 3



## Mood Music

(Music that tells a story in sound)

*Springtime is upon us.....*



Also known as  
*descriptive music*  
or *programme music...*

## KEY KNOWLEDGE TAUGHT

WALTs:

Understand how music can tell stories and paint pictures using the elements of music.

Explain the meaning of key elements, such as pitch, instrumentation, dynamics, melody and tempo.

Describe how the elements have been used in *listening examples* to create a musical narrative (aural perception and analysis).

Some pupils will also be able to understand the terms *descriptive music* and/or *programme music*.

## Key Vocabulary

**Mood:** How we are feeling and how the music makes you feel.

**Emotion:** The name of a feeling.

**Tempo:** The speed of the music, how fast/slow it is.

**Pitch:** How high/low the note is (rising and falling).

**Instrumentation:** The instruments playing/what you can hear.

**Melody:** A tune – can be played or sung.

**Motif:** A small musical idea.

**Dynamics:** Volume, or how loud/quiet etc. the music is.

## Tier 2 Vocabulary

**Programme Music:** Music that tells a story in sound.

**Musical Narrative:** The story of the music.

**Scale:** A set of notes that increase in pitch.

**Structure:** The way a piece of music is built up/the different sections.

**Texture:** Layers of sound/different parts, e.g. two-part.

## KEY SKILLS TAUGHT

Listen to a variety of musical extracts that can be described as “programmatic”.

Use appropriate vocabulary to describe programme music.

Use knowledge of the elements to create original compositional ideas, using creative stimuli.

Use a combination of tuned and un-tuned instruments to perform an original composition.

Create musical motifs.