

Prior Learning

Building Blocks: PUPILS SHOULD KNOW:

Basic elements of music, such as rhythm, pulse, tempo and pitch.

Links to other subjects:

PSHE: empathy (considering the impact that physical impairment may have on a person).

History: the life and times of Beethoven.

Science: materials and vibration of sound.

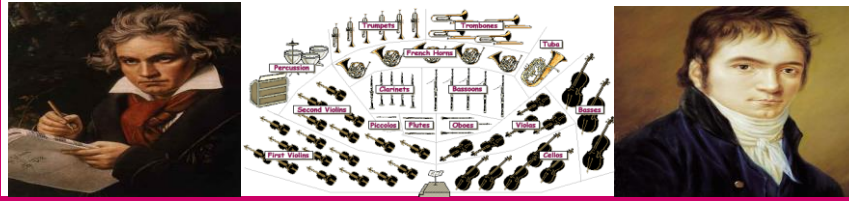
Art: self-portraits.

KEY SKILLS TAUGHT

- Demonstrate knowledge of orchestral instruments through focused listening
- Listen to a variety of orchestral instruments, knowing what they sound like.
- Reading basic notation.
- Perform Beethoven's *Ode to Joy*.

Year 3 Music

Instruments of the Orchestra



Who was Beethoven?

Why is *Ode to Joy* still popular today?



Vocabulary

Orchestra: A large group of instruments, consisting of woodwind, brass, strings and percussion.

Woodwind: Instruments that used to be made of wood and produce their sound by blowing into them, e.g., flute, clarinet, oboe and bassoon.

Strings: Instruments made of strings and wood, usually from the violin family, e.g., the violin, viola, cello and double bass.

Bow: A stick strung with hair that is drawn across stringed instruments to produce their main sound.

Pluck: To pick or pull the strings to produce a sound.

Brass: Instruments made from metals, such as the trumpet, trombone and tuba.

Percussion: Instruments that are hit or struck.

Melody: A tune, sung or played.

Conductor: A person who keeps the orchestra in time by showing the main beat.

Pitch: How high/low the notes are.

Tier 2:

Accompaniment: A part that is played along with the melody.

Loud/forte; quiet/piano: playing at these volumes.

Tuned and un-tuned percussion: Percussion that can play a tune (e.g., glockenspiel) and can't (e.g., bass drum).

Symphony: A piece written for an orchestra.

Downbeat: Conductor's downward stroke, indicating the first beat.

Tone colour: The individual sound of an instrument.

KEY KNOWLEDGE TAUGHT

BY THE END OF THIS UNIT PUPILS SHOULD:

- Know the names of instruments that play in an **orchestra**.
- Understand how these instruments are **played** and what **instrumental family** they belong to.
- Consider the **basic layout** of an orchestra.

SOME PUPILS WILL:

Describe the individual sound of an instrument (tone colour).