

Music Learning Organiser – Year 6 Autumn 1 – Is the Amazon the lungs of the world?

Prior Learning (What we already know?)

- To understand the meaning behind songs
- To listen and identify rhythm / tempo / dynamics etc.
- To sing songs accurately and with feeling
- To plan a piece of music for a given purpose

Key Questions

What animal do you think this piece of music represents?

What evidence can you hear to support your ideas?

Select the instruments you could use to compose X?

What might happen if you change your combination of instruments?

What criteria would you use to assess how successfully your composition represents the animal?

Key Facts

The Carnival of the Animals (Le Carnaval des animaux) is a musical suite of fourteen sections, each reflecting an animal or group of animals by the French composer Camille Saint-Saëns.

Know that a piece of music is comprised of rhythmic patterns which layer up the sounds to create a composition.

Know the importance of keeping in time and how a composition develops from a simple pattern to a piece of music.

New Learning

- To listen and respond to Saint-Saens 'Carnival of the Animals
- To understand why particular instruments were chosen within the performance
- To compose a musical piece in the style of a composer they have studied

Key Resources

<https://www.youtube.com/watch?v=wBGEf4urGNo>

<https://www.bbc.co.uk/teach/class-clips-video/music-ks3-composing-a-piece-of-music-using-unpitched-percussion/zfdmpg8>

New Skills

- Explore, select and combine a range of different sounds
- Compose music in pairs or groups based upon a given stimulus
- Show thoughtfulness in selecting sounds and structures
- Use a variety of different musical devices



Vocabulary

Composition, musical devices, timbre, texture, rhythm, pitch
dynamics

Can I do this.....?

- Can critically listen to a piece of music
- Can provide evidence to support their observations about a piece of music
- Can work in a pair or group to compose a piece of music in the style of Saint-Saens
- Can justify their choice of instruments with regard to pitch, voice, timbre.