

Mozart and Beethoven	Music	Years 5 & 6, Term 4	Year A
Key vocabulary: orchestra, symphony, concerto, rondo form, solo, cadenza, improvisation, movements			
Knowledge and skills: Understand how pulse, rhythm and pitch work together. (C1) Appropriately discuss the dimensions of music and recognise them in music heard. (C2) Develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets. (C5) Develop understanding of the history and context of music. (C6) Appreciate a wide range of live and recorded music from different traditions and different composers. (C7) Listen to Symphony 40 – Mozart. (C9) Listen to Symphonies 5 and 6 – Beethoven. (C10) <i>Rondo form ABACA (based upon call and response)</i> <i>Concerto form: a solo instrument with an orchestra in 3 movements.</i> <i>Cadenza - solo instrument improvises.</i> <i>Symphony - orchestral piece in four movements. There are contrasting themes played. Early symphonies had smaller orchestras.</i> <i>Mozart and Beethoven composed for orchestras in the Classical period, in Vienna for patrons.</i>		Possible activities: Create a timeline showing Mozart and Beethoven Find out about these composers and where they lived, how they made their livings in Vienna. Create booklets or short wikis about them using ipads. Listen to music from Ten Pieces. Revise the families of instruments and the orchestra layout and instruments. Learn how to conduct in 3 and 4 time. Try conducting along to music, keeping the pulse steady. Mozart Horn Concerto - is in Rondo form. Relate this to Call and response studied in Oak Class. Compose a Class Rondo to warm up. Use the resource sheets to create a response. Beethoven - Symphony No5. Background and context. Listen to the first movement and recognise the repeated rhythmic motif with the falling 3 rd . Use this as a basis to recreate this in parts as a class. Extend the composition by changing the melody but basing it around the melodic falling 3rds or chords. Relate this to the Blues studied last term. Use the resource sheets.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Moral: Social: Cultural: The music of certain composers has been used by leaders of countries to assert cultural dominance. British Values: Equalities:			