

## Music- Pop Art- Theme and variation

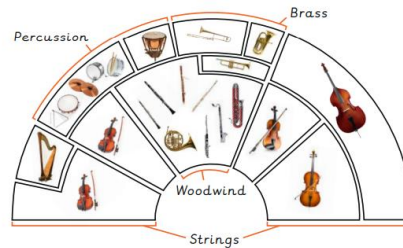
Y6 Spring 2

### National Curriculum subject content:

- Pupils should be taught:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
  - improvise and compose music for a range of purposes using the inter-related dimensions of music
  - listen with attention to detail and recall sounds with increasing aural memory
  - Use and understand staff and other musical notations
  - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
  - develop an understanding of the history of music.



Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.



- Strings** - Instruments that are played by plucking or bowing strings.
- Woodwind** - Instruments that make sound by blowing air through a reed or small mouthpiece.
- Brass** - Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.
- Percussion** - Instruments that are played by striking, beating or shaking the instrument.

### Key Vocabulary:

Diaphragm	A dome shaped muscle beneath our lungs, which we use to control our breath when singing.
Melody	Notes of different pitches played in a sequence in order to create a tune.
Notation	Written symbols to represent music
Orchestra	A group of instruments that play together.
Phrase	A short musical passage that makes sense on its own.
Pop Art	An art movement from the 1950s where artists focused on common objects (comic books, tins of soup, teacups) and showed them in bold, bright colours.
Pulse	Pulse is a steady beat - the heartbeat of the music.
3/4 time	Commonly called 'waltz time' and only has 3 beats per bar
4/4 time	Known as 'common time' and has 4 beats per bar.

### Kodaly rhythm names

TA = Crotchet    TI-TI = Quaver    SH = Crotchet rest    TWO = Minim

TIKI - TIKI    TI - TIKI    TIKI - TI

### Sequence of Learning:

#### Objectives (key knowledge):

Lesson 1 To explore the musical concept of theme and variations	Lesson 2 To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	Lesson 3 To use complex rhythms to be able to perform a theme	Lesson 4 To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	Lesson 5 To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.
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