

Morpeth First School Knowledge Organiser

Topic: Music - Composers	Year group
Tchaikovsky, Edvard Grieg, Bach, Béla Bartók	Year 2

Background knowledge

Pyotr Ilyich Tchaikovsky (born Kamsko-Votkinsk, 7 May 1840; died St Petersburg, 6 November 1893; pronounced chai-KOV-skee) was a Russian composer who lived in the Romantic period. He is one of the most popular of all Russian composers. He wrote melodies which were usually dramatic and emotional. He learned a lot from studying the music of Western Europe, but his music also sounds very Russian. His compositions include 11 operas, 3 ballets, orchestral music, chamber music and over 100 songs. His famous ballets (*Swan Lake*, *The Nutcracker* and *Sleeping Beauty*) have some of the best known tunes in all of romantic music. He is widely regarded as the greatest composer of ballets.

What should I already know?

Listen to a range of high-quality live and recorded music

I can listen to and discuss feelings evoked by Beethoven's symphonies and Vivaldi's four seasons

I can respond to different moods in music

I can say how a piece of music makes me feel

I can say whether I like or dislike a piece of music

National Curriculum Objectives / Key Skills	The Journey
Listen with concentration and understanding to a range of high-quality live and recorded music	1. I know who Tchaikovsky is and some facts about his life.
I can identify some of the instruments used in Tchaikovsky's 'The Nutcracker'	2. I know the names of different musical instruments and can identify from sound alone.
I can listen out for particular things in music	3. I can listen to 'The Nutcracker' and identify likes and dislikes.
I can learn the names of different instruments	4. I can listen to 'The Nutcracker' and identify instruments used.
I can identify some instruments by sound alone	5. I can compare 'The Nutcracker' to other work by Tchaikovsky.

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Outcomes

An overview of what children will know / can do

Working towards: I know some simple musical instruments that I have played before. I can identify listen to the work of Tchaikovsky and state what I like and dislike about it. I am beginning to recognise some of the instruments in 'The Nutcracker.'

Expected: I can identify some of the instruments used in Tchaikovsky's 'The Nutcracker'. I can listen out for particular things in music. I can learn the names of different instruments. I can identify some instruments by sound alone.

Exceeding: I can identify a range of musical instruments and what they sound like. I can identify all instruments used in 'The Nutcracker' and can compare this to instruments used in other pieces of music by Tchaikovsky.

Key Vocabulary

Sound-

Music, speech, and sound effects when recorded and used to accompany a film, video, or broadcast.

Vibrations that travel through the air or another medium.

Instrument-

An object or device for producing musical sounds.

Compare-

Estimate, measure, or note the similarity or dissimilarity between.

Listen-

Give one's attention to a sound.

Similarities-

Something that is the same.

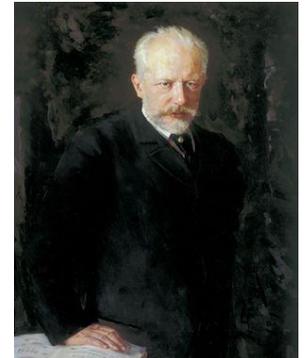
Differences-

Something that is not the same.

Music-

Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion

Timeline / Diagrams



Key people / places

" Truly there would be reason to go mad if it not for music" Tchaikovsky

Assessment questions / outcomes

1. Who is Tchaikovsky? Tell me a fact about his life.
2. Can you name 4 musical instruments which have different sounds?
3. What did you like/dislike about the nutcracker?
4. What instruments did you hear in the nutcracker?
5. How is the nutcracker similar to other work by Tchaikovsky?