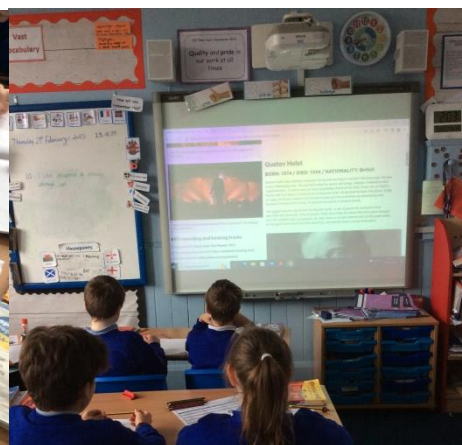
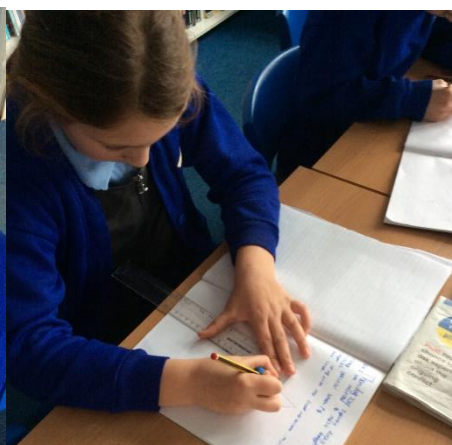


# Mars Music Composition

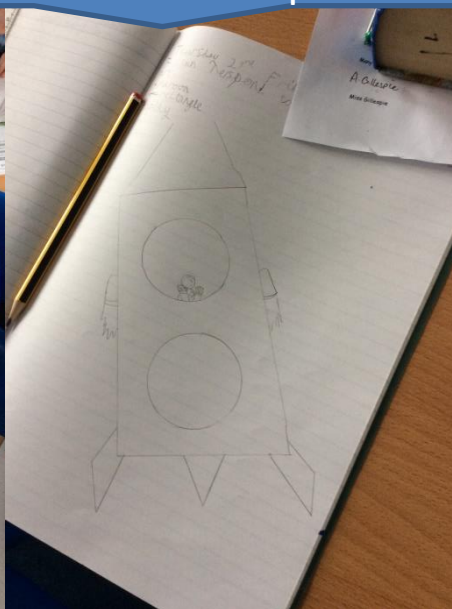
Spring 2 2023

Class Lynher

In our first lesson we listened to and watched an orchestral version of Gustav Holst's Mars and used art to share our reaction to it.



It was interesting how the drawings came out because there were all sorts of shapes for the same piece of music.





In this lesson we learnt the music terms ostinato and crescendo and learnt two symmetrical ones that we used to create a crescendo.

It was quite hard at first to stay to the beat but it got easier as we got to know the song and then we could add the second one too.



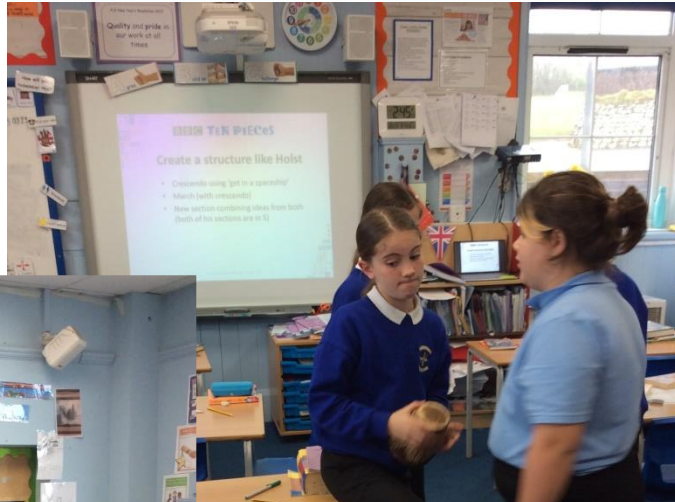


Next we invented our own ostinatos and worked hard to keep them to the pulse which was in a march style.

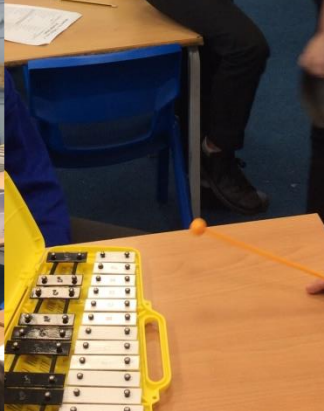
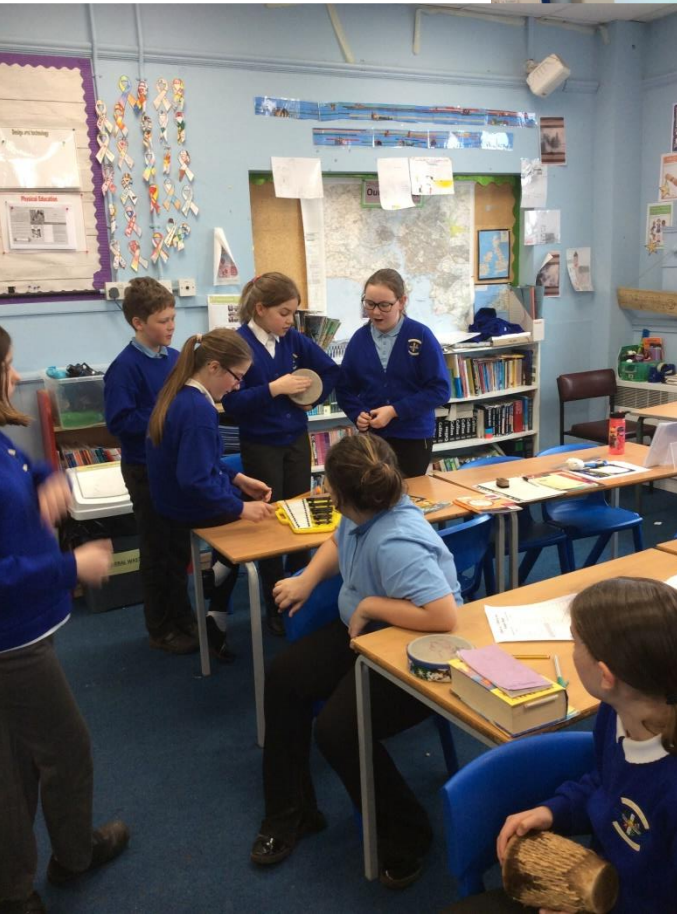


It was interesting to see how you could use the instruments and how they came out if it rhymed or what techniques they had.

In this lesson we began working towards our end piece by combining the ostinatos given to us with the ones we made up ourselves. We layered them using instruments and our voices.

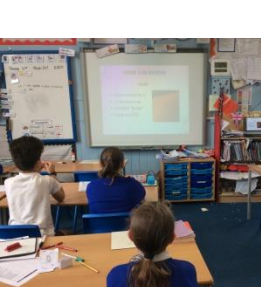


I liked how there were lots of different ostinatos that could keep repeating.





We listened to Mars and spotted the motifs that made up the coda. Then we used instruments to make our interpretation of it.



It was really fun because we used all sorts of different instruments which fitted together and fitted the coda.





Finally we put all of our work together to make a whole class piece. We thought about how we might improve it if we made it again.

It was fun recording ourselves and hearing it after. I liked it because you could hear all the different stages.

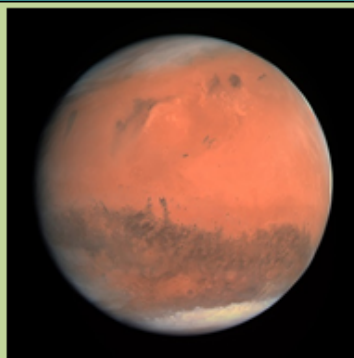


We had to work together and make sure we came in at the right times by looking at each other and our conductor.



## What I have learnt before:

- We have looked at how composers can use a sketchbook
- We have put elements together to fit a scenario



## Forever facts

Gustav Holst composed The planets Suite

People interpret music differently

I know that real sounds can be represented/ impersonated by instruments

## Skills

I can recognise how musical elements are combined

I can compose music for different occasions

I understand beats and recognise symbols

I have an awareness of how different parts fit together for effect

## Exciting Books



## Our Endpoint

I can compose and perform a piece of music to represent mars

## Subject Specific Vocabulary

coda	another word for ending
crescendo	gradually getting louder
motif	a small musical idea
ostinato	a repeating pattern
pitched percussion	percussion instruments that can play different pitches
pulse	the steady 'beat' underneath much music made up of notes of the same length
unpitched percussion	percussion instruments that can only make a limited number of sounds

## Personal Development

Children emotionally respond to performing, listening and composing music