



Class Tamar

Music

Music appreciation: Florence Price

We were introduced to an African-American composer called Florence Price. We learnt that Price was a true trailblazer - she was the first African-American woman to have a piece performed by a major American symphony orchestra!

We listened to a piece of her music 'Symphony No. 1' and recognised the repeated rhythmic patterns. We remembered that this is called an 'Ostinato'.

I
remember
learning
about
what an
ostinato is
last term
and can
hear it in
the music.



We listened and watched Price's 'Symphony No. 1' piece again, we noticed that it features some African drums that aren't often seen within the symphony orchestra and a sliding whistle known as a 'swanee'. We learnt that Price's music is inspired by the 'juba dance'. We had a go at doing the juba dance using body percussion.

I normally find classical music a bit boring but this piece is really interesting.

I really like that she has made classical music a bit different to 'normal'.



We were reminded of the Juba dance and had a go at turning this into a 'walking circle' using body percussion. During a traditional juba dance, often all of the music would be created by the dancers performing rhythms on their bodies. They did this because they didn't have any instruments.



We need to make sure we follow each other for 15 beats and then turn on the 16th!

It was really tricky at first but after lots of practise our group got it!

Although the juba dance traditionally used body percussion, we were inspired by Price's music to add some instruments to our walking circle. We worked in groups to compose our ostinatos and performed these to the class!



When we got the hang of the rhythms we wanted in our walking circle, it was easy to repeat!



What I have learnt before:

I know how to keep to a steady pulse through composing and performing a rap.

**Forever Facts**

As an African-American woman, Florence Price combined the traditions of classical music with the sound of spirituals and West African rhythms and dance from her own culture.

In 1933 she overcame prejudice to become the first black female composer to have her work performed by a major orchestra.

Skills

Describe what they hear using a wider range of musical vocabulary.

Recognise how musical elements are used by composers to create different moods and effects.

Explore ways the way in which sounds are combined towards certain effects.

Understand culture in composition.

Can hold their own part when performing by ear or by notation.

Exciting Books**Our Endpoint**

To compose and perform a piece of music inspired by Florence Price.

Subject Specific Vocabulary

Coda	a fancy, show-off ending
Ostinato	a repeating (often rhythmic) pattern
Pitched percussion	percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars, etc.
Pulse	the steady 'beat' under much music made up of notes of the same length (like a ticking clock)
Rondo	(or Rondeau) a music shape with a recurring theme. The theme is alternated with contrasting 'episodes'
Unpitched percussion	percussion instruments that can only make a limited number of sounds – drums, shakers, woodblocks, tambourines, etc.

Culture Capital: performing will engage and inspire pupils to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement.