

Music – Year 5

Content

Big Questions

Autumn 1: Does a music's texture influence our likes and dislikes?

Autumn 2: How do descant parts create joy in the final verses of carols?

Spring 2: How do fingerings and the pitch of a note relate?

Summer 1: What is our desired impact?

Summer 2: Is the recorder versatile?

NC objectives - areas of study	End point of area of study	Vocabulary		
<ul style="list-style-type: none"> ▪ Use all musical elements to describe, compare and evaluate music. ▪ Explain and describe how different musical elements have been used to create different effects. ▪ Compose a short piece based on a theme. ▪ Maintain their own part in a performance, with confidence to take the lead and suggest ideas to others. ▪ Maintain a complex part within an ensemble and to sing accurately in tune. ▪ Perform from and write using all notation taught. 	<ul style="list-style-type: none"> ▪ Children can use pitch, duration, dynamics, tempo duration, structure and texture to compare and evaluate music. ▪ To debate their preference of instruments used within a piece and how the mood/feeling has been created or would be different with a different instrument. ▪ Using aural memory, children can say which percussion (including keyboard instruments), string, brass and some woodwind instruments are playing. ▪ Children can compose and record compositions with formal notations with an increasing confidence. ▪ Children can improvise over a drone/groove showing mastery of an understanding of pulse. ▪ Play some notes on the recorder, applying pitch, duration and dynamics according to the written sheet music. ▪ Children can sing with emotion, paying attention to dynamics and diction and the impact they have, including harmonies ▪ Know the value of crotchets, quavers and minims and crotchet rests. 	Basic	Adventurous	Technical
		<ul style="list-style-type: none"> ▪ <u>Term 1</u> sounds orchestral classical pop instrument major minor 	<ul style="list-style-type: none"> ▪ <u>Term 1</u> layers compare chord 	<ul style="list-style-type: none"> ▪ <u>Term 1</u> texture jazz woodwind genre
		<ul style="list-style-type: none"> ▪ <u>Term 2</u> rehearse structure musicians conductor unison 	<ul style="list-style-type: none"> ▪ <u>Term 2</u> technique cues signal 	<ul style="list-style-type: none"> ▪ <u>Term 2</u> repertoire musicality
		<ul style="list-style-type: none"> ▪ <u>Term 4</u> recorder technique rhythm 	<ul style="list-style-type: none"> ▪ <u>Term 4</u> note 	<ul style="list-style-type: none"> ▪ <u>Term 4</u> head joint foot joint mouthpiece

	<ul style="list-style-type: none"> ▪ know the pitch of notes on a stave with increasing accuracy. ▪ Maintain a part within an ensemble. 	<p><u>Term 5</u> project two-part three-part verse chorus</p> <p><u>Term 6</u> rhythm musical elements</p>	<p>combine</p> <p><u>Term 5</u> development control round hook emotion cue</p> <p><u>Term 6</u> Technique duration</p>	<p>tonguing diaphragm</p> <p><u>Term 5</u> ensemble diction conductor</p> <p><u>Term 6</u> fingering tonguing crotchet minim semibreve quavers notation</p>
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Knowledge

Substantive Knowledge

Term 1 – Listening and Appraising (Does a music’s texture influence our likes and dislikes?)
 Lesson 1: LO – To know what texture is and how it is used in music.
 texture, layers, sounds
 Children to know that musical texture is the relationship between the layers of sound that create a piece of music. Children to explore music examples of different genre to discuss and comment upon texture in music.
 Show delight and curiosity.
 Lesson 2: LO – To understand how textures are used to affect a piece of music.
 orchestral, classical, pop, jazz
 Children to discuss the impact the music has when it has many layers (orchestral/classical) in comparison to pop/jazz examples that have far less layers and instrument. Children to discuss

Disciplinary Knowledge

To read music understanding the pitch and the duration of the note.
 To interpret the time signature of the written music and to pay attention to rests.
 To respond to a conductor’s direction for tempo, dynamics and when to begin a part within an ensemble.
 To sight read rhythms
 To identify phrasing within songs and breathe at an appropriate time
 To hold a part when singing in three-part rounds
 To tongue and finger the recorder producing a clean sound

how texture is used to affect the pieces of music – is it for a purpose? How does it feel different?

Lesson 3: LO – To know the woodwind instrument family.

woodwind, instrument

Children to know that woodwind instruments are those that are blown into in order to make a sound. Children to explore the woodwind family of instrument and be able to identify them.

Focus on flute, clarinet, oboe and recorder.

Lesson 4: LO – To understand the differences between woodwind instruments.

woodwind, compare, genre

Children to know the differences between woodwind instruments and be able to comment on the musical elements to compare. Children to compare appearance, size, pitch, level of dynamics and genres used for.

Lesson 5: LO – To know how to identify major and minor chords.

major, minor, chord

Children to retrieve knowledge from Y4 of what a major and minor sound would sound like.

Children know that major chords and sounds are uplifting; minor chords and sounds are mellow and often described as sad. Children to be able to identify minor and major sounds in music, justifying their reasons.

Lesson 6: LO – To understand the purpose of using major and minor chords in music.

major, minor, musical purpose

Children to explore different pieces of music and identify the major/minor chords they can hear. Are there more major or minor chords for a reason? Children to understand that major and minor chords can be chosen specifically depending on the purpose of the piece of music. Children to be able to justify the reasons for using major/minor chords in music examples.

Consider how music makes one feel.

Term 2 – Carol Service (How do descant parts create joy in final parts of carols?)

Lesson 1: LO – To know the songs to rehearse.

rehearse, repertoire

Children to be shown the songs that make up the performance that will be being rehearsed throughout the term. Allow time for children to listen through the set before choosing two to focus on at these early stages

Lesson 2: LO – To understand the parts of the songs.

technique, structure

Children to understand the different parts of the song (e.g. verse/chorus). Children to know that the chorus repeats. This should be practiced first to ensure it is fluent and clear. Break down the songs being rehearsed into small chunks. Encourage children to stand when singing; retrieve Y2 knowledge of warm-up techniques before singing.

Reflect on how parts create a whole performance.

Lesson 3: LO – To know how to sing collectively as a group.

musicians, conductor, unison

Have the aural ability to discern woodwind instruments, brass wind instruments, keyboard instruments, string instruments and percussion instruments within songs and orchestral pieces.

Children to know that in order to sing collectively together, it is important to listen to each other carefully and watch/listen for the leader (conductor). Children to know that the conductor leads a group of musicians when performing – the conductor determines the tempo and leads musicians into a piece of music before, during and after a performance. Practice singing key parts collectively and ensure children are in time together and singing using appropriate level of dynamics.

Reflect on how working as a group makes us feel.

Lesson 4: LO – To understand how to follow cues.

cues, conductor, signal

Children to understand the importance of following cues. Children to practice following an adults lead (conductor) when rehearsing songs. Adult may signal for children to sing louder/quieter or faster/slow and children should practice watching, looking and following those cues. Children should also be aware of starting and stopping with instruction from the conductor. Children should start and stop at the same time in order to sing in unison and to sing collectively.

Lesson 5: LO – To know how to rehearse ready for a performance.

rehearse, musicality

Children to rehearse the full set of songs using all skills taught and rehearsed. Children should sing collectively, in unison, whilst following the conductor/leader. Children should pitch accurately and use appropriate tempo/dynamics when singing along to the music. Stop and practice key parts where necessary in order to ensure the performance sound is tight.

Term 4 - Recorder (How do fingerings and the pitch of a note relate?)

Lesson 1: LO – To know the features of the recorder.

recorder, head joint, mouthpiece, foot joint

Children to know the main features of a recorder: the head joint, the mouthpiece, the main body, the foot joint and the fingerholes. Children to know the function of each part and how it supports in playing the instrument. Children to know it is a woodwind instrument.

Lesson 2: LO – To know how to create a clear sound.

mouthpiece, tonguing, diaphragm

Children to know that in order to create a clear sound, first you must place the mouthpiece on your lips and balance the instrument with your fingers. Left hand at the top. The back side with one hole should face you; the front side should face away from you. Do not bite the mouthpiece or allow it to touch your teeth. Children to know that blowing too hard will produce a sharp, unpleasant sound. Blow gently for a musical sound. Breathe from the diaphragm and blow evenly – this will keep the sound more consistent.

Reflect on the way a clear sound makes us feel.

Lesson 3: LO – To know how to play the note of B.

note, fingering, technique

Children to know how to play the note of B. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies.

Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 4: LO – To know how to play the note of A.

note, fingering, technique

Children to know how to play the note of A. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies. Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 5: LO – To know how to play the note of G.

note, fingering, technique

Children to know how to play the note of G. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies. Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 6: LO – To understand how to combine notes smoothly.

combine, rhythm, fingering

Children to combine notes and playing them continuously one after the other as part of a sequence. Children to be able to switch between notes smoothly and confidently with a clear sound. Practice is required to blend the notes from one to the other with accurate fingering. Remodel strategies for a clear sound as well as finger patterns.

Show delight in creating own sounds.

Term 5 – Singing (What is our desired impact?)

Lesson 1: LO – To know how to sing a three-part round.

round, two-parts, three-parts

Retrieve knowledge of what singing in a round is (Y4 sung in a two-part round). Using 'I Like the Flowers' children to develop into singing a three-part round. Break down the parts into chunks for the children to practice and slowly build up. Children could sing as a two-part round first (achieved in Y4) before developing to three clear parts.

Lesson 2: LO – To know how to use our voice differently in verse and chorus parts.

verse, chorus, hook, project

Children should already know through knowledge of structure that music can be set out differently. The majority of songs have verses and then choruses (hooks) that repeat. Children to know that they should use their voices differently between verse and chorus to distinguish a difference between the two. The chorus should be projected more with a slightly raised

dynamic compared to the verse parts. Children to develop understanding and use of voice. Use 'What Makes You Beautiful' song.

Lesson 3: LO – To understand the importance of diction when singing.

diction, control, development

Children to know that diction means the pronunciation of lyrics/words when singing. The importance of singing with good diction is vital otherwise listeners are unable to hear the words being sung. Model to the children how poor diction produces poor quality. Good diction ensures quality of performance. Children to develop use of good diction. Use 'Love of God For Us'.

Lesson 4: LO – To know how to create emotion through our voices.

emotion, diction, project

Children to know that emotion can be created through using our voices in different way. This also leads on from having good diction (previous lesson). Using 'We Three Kings', children to project voices clearly, have good body language and ensure good diction to portray emotion through singing. What emotions should we feel singing or listening to this song? How do we use our voices to bring these emotions into play?

Reflect on the emotions we feel when singing.

Lesson 5: LO – To know how to follow a conductor in an ensemble performance.

conductor, ensemble, cue

Children to know how to respond to a conductor's actions when singing. Children should have developed experience and knowledge of the role and importance of a conductor. Children should now have experience of being the conductor too and leading the ensemble. Using 'RESPECT' song, children to perform whilst following conductor cues who will lead and give cues (e.g., changing dynamics/tempo/signalling start/stop). Allow children to take upon the role of conductor and lead.

Reflect on whether following is important, just like the disciples.

Term 6 – Recorder (Is the recorder versatile?)

Lesson 1: LO – To know how to play the note of C.

rhythm, fingering, tonguing

Children to know how to play the note of C. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies. Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Show delight and curiosity.

Lesson 2: LO – To know how to play the note of D.

technique, rhythm, fingering

Children to know how to play the note of D. Using 'Recorder from the Beginning' book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies.

Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 3: LO – To know how to play the note of F.
technique, rhythm, fingering

Children to know how to play the note of F. Using ‘Recorder from the Beginning’ book – model to children what this should sound like with appropriate technique. Show the children an example of a professional musician playing this note. Recap key technique strategies. Children should be able to use finger charts to recognise the note too. Allow practice and rehearsal time in order to play the note confidently with a clear sound. Develop by playing short, simple rhythms.

Lesson 4: LO – To understand how to play along to music notation.
crotchet, minim, semibreve, quavers

Children to develop use of sheet music when playing the recorder when learning a tune from ‘Recorder from the Beginning’ book. Using notation knowledge from Y5 – retrieve notes and values. Children to use sheet music when playing the recorder to a short, simple tune. Allow time to practice switching between notes.

Lesson 5: LO – To understand how to use musical elements when performing.
notation, duration, musical elements

Children to develop use of musical elements when performing by developing performance of song learnt previously. Allow time for children to recap and ensure they are able to play smoothly between notes and confidently with a clear sound. Develop this further by challenging children to play at a different tempo or with different dynamics. Can the children play some notes with a different duration?

Appreciate elements of creation.

Concepts

Appraising

Experimenting

Expressing

Performing

Skills

Listening and Appraising

Composition

Musicianship

Singing

Performing/ Instrumental
Performance

Pitch, tempo, structure, dynamics, duration and texture are discussed and evaluated by the pupils to describe how the overall effect is created through their application in the piece.

Improvise freely over a drone, developing sense of shape and character, using their voices, recorder or glockenspiel.

Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing,

Perform a range of songs in school assemblies and in school performance opportunities including harmonies.

Pupils to listen to music and to identify percussion, keyboard, string and brass

Improvise over a simple groove, making use of dynamics and structure.

Develop the skill of improvising over a drone or groove

Be aware of the desired impact the performance

<p>instruments that they can hear. To begin to discern woodwind instruments when listening to music.</p> <p>Pupils can explain why the instruments are used to create the feeling/mood of the piece.</p> <p>Pupils can clap the pulse of music and move in time with the beat, recognising major and minor chords.</p> <p>Use: Oom Pah Pah – Oliver Jupiter - Holst Natural – S Club Seven We Will Rock You - Queen Bolero – Maurice Ravel</p> <p>Live music experience: attend an opera performance</p>	<p>Work together to compose a short ternary piece on the recorder.</p> <p>Capture and record creative ideas and performances using notation, time signature and bars. Use technology if available.</p>	<p>Reading Notation</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation begin to sight read rhythms – clapping 2-4 bar pieces with accuracy and growing confidence.</p>	<p>accurate pitching and appropriate style with diction to create feeling.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Use: *RESPECT (Easy soul book) *What makes you beautiful (easy hits book) *I like the flowers (sing as a three part round) *Love of God for us (out of the ark) *We Three Kings *Hark the Herald Angels sing *Danny Boy</p>	<p>intends to have upon the audience</p> <p>Instrumental Performance Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including an orchestra.</p> <p>Recorder from the beginning Book 1: 1 P1-47 Read notes and finger accurately. Tongue clearly and maintain a steady flow of breath. Produce and clean and clear note.</p>
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ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.