

Year 5 Music

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Spirituals and Symphonies	Singing and Pitch	Space!	Drums, Strings and Wires	Myths, Legends and Rappers	Where next?
	<i>Case Study: Dvorak's New World Symphoyny</i>	<i>Christmas</i>	<i>Ensemble composition, graphic notation and performance technique</i>	<i>Ensemble playing with Ukuleles and drums. Introducing GarageBand</i>	<i>Composition and performance of melodies, lyrics, and rhythms</i>	<i>Case Study: Hans Zimmer, Earth</i>
Brief synopsis:	Children learn to sing Amazing Grace with 3 parts and a harmony. They also listen to and learn to sing, Swing Low, Sweet Chariot. Children listen to 'Largo' from New World Symphony and learn about the instruments of the orchestra and their position and function. Children practice following simple standard notation for spiritual melodies and compose and notate their own.	Children learn how to sing simple vocal harmonies and three part songs. Children practice singing in tune for their Christmas performances.	Children listen to 'Mars' by Gustav Holst and comment on the changes they hear throughout the piece: dynamics, tempo, duration, texture, timbre. Children work in groups to use tuned and untuned instruments to create music to accompany a film of a rocket launch. They perform these to the rest of the class and peer review, commenting on musical features of each other's	Children re-visit their skills learnt in Year 4 on the ukulele and play simple songs, using C, F, Am, G and Dm chords to play with timing and rhythm as an ensemble. Children learn about standard drumkit drumming, the different drums, how to play each one and how to read drum notation. Children use their ukulele chord knowledge and rhythm patterns knowledge from drumming to	Children listen to various example of spoken word poetry and rap. They investigate rhythm, metre and duration and how this affects vocal performances. Children learn a whole class rap and perform. (Rapper's Delight, Sugarhill Gang) Children work in groups to create their rhythms, melodies and rap lyrics and perform them to the class. Peer review comments on dynamics, tempo,	Children listen to Earth and learn about Hans Zimmer's history. Discuss the different sections and use musical justification to explain their ideas. Whole class compose a shimmer using ukuleles, glockenspiels, percussion and vocals. They then practice learn about duration in detail: crochets, quavers, semi-quavers, minims, semibreves, crochet and minim rests. Practice playing 3 note melodies at

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			pieces and their effectiveness.	create a simple song using GarageBand	timbre, duration and texture.	different durations to build texture to our class piece. Children work in groups to create small musical phrases/motifs in a response to a stimuli (element of earth) and add to the whole class piece. Children play in a whole class ensemble to perform their collaborative composition.
Skills and knowledge focus:	I can play and maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythm) I can recognise and identify the instruments of the orchestra and talk about their qualities I can improvise and compose music using a variety of musical devices, timbres, textures, techniques	I can sing a broader range of songs from different styles and genres with good technique, posture, articulation and breathing I can maintain my part in a group performance and sing it in canons, round, harmony and in 3 or 4 parts. I can demonstrate increasing confidence, skill and musicality in	I can play and maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythm) I can improvise and compose music using a variety of musical devices, timbres, textures, techniques in response to a given stimuli (Rocket launch sound effects) I can read, write and follow simple	I can maintain my part in a group performance and sing it in canons, round, harmony and in 3 or 4 parts. I can play and maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythm) I can improvise and compose music using a variety of musical devices, timbres, textures, techniques	I can play and maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythm) I can demonstrate increasing confidence, skill and musicality in taking different roles in performance and rehearsal. I can read the notes, BAG, high CD, low EDF, bar lines, rests and time signature on	I can play and maintain my part when performing a range of musical structures (rondo, ostinato, riff, drone, rhythm) I can demonstrate increasing confidence, skill and musicality in taking different roles in performance and rehearsal. I can read the notes, BAG, high CD, low EDF, bar lines, rests and time signature on the stave and play these

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	in response to a given stimuli (Spiritual melodies) I can read, write and follow simple notation (standard and graphic) in my performances I can listen, with greater concentration, to a range of genres and styles of music. I use musical terminology such as timbre, pitch, duration, tempo, dynamics, texture and structure to describe it. I can recognise and identify different genres of music throughout history and comment on their features	taking different roles in performance and rehearsal.	notation (standard and graphic) in my performances I can listen, with greater concentration, to a range of genres and styles of music. I use musical terminology such as timbre, pitch, duration, tempo, dynamics, texture and structure to describe it. I can recognise and identify different genres of music throughout history and comment on their features I can critique my own work and that of others and offer specific comments and musical justifications for my ideas.	I can use ICT to record, modify and refine my compositions	the stave and play these notes accordingly on tuned instruments I can critique my own work and that of others and offer specific comments and musical justifications for my ideas.	notes accordingly on tuned instruments I can listen, with greater concentration, to a range of genres and styles of music. I use musical terminology such as timbre, pitch, duration, tempo, dynamics, texture and structure to describe it. I can recognise and identify different genres of music throughout history and comment on their features I can critique my own work and that of others and offer specific comments and musical justifications for my ideas.
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Evidence:	In books: - RAG self assessment - History of Dvorak and 'Largo' - Notation Melodies to follow/read - Notation composition Video/audio: - Recording of own compositions	In books: Video/Audio: Recording of Christmas performance	In books: - RAG self assessment - Photo of group work gathering ideas/exploring instruments - Graphic score Video/Audio: - Recording of Group ensemble rocket launch piece	In books: - RAG self assessment - Photo of Uke and drum playing - Drum notation/uke tab to follow Video/Audio: - Video of ukulele playing - Video of drumming - Audio of Garageband composition	In books: - RAG self assessment - Rap lyrics - Notation for melodies Video/Audio: - Video of Rap group ensemble performances	In books: - Hans Zimmer duration notation worksheet - Photo of idea gathering - Photo of small group work - Photo of whole class ensemble shimmer Video/Audio: - Video recording of Earth motif performance
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