

# Music

	<b>AUTUMN FOCUS</b> <b>Listening, Appraising and Composing</b>	<b>SPRING FOCUS</b> <b>Musicianship and Improvisation</b>	<b>SUMMER FOCUS</b> <b>Performance (vocal and instrumental)</b>
<b>YEAR 5</b>	<p><b>Autumn 1: Journey through Space</b> <b>Autumn 2: The Olympics</b></p> <p><b>Final piece</b> <b>DISPLAY: Autumn 1 - Planet Paintings</b> <b>inspired by the The Planets by Gustav Holst</b> <b>Autumn 2 Wow Day - Perform a song in</b> <b>parts for The Opening Ceremony of the</b> <b>Olympic Games</b></p> <p><b>Opportunities for Exploring Diversity</b> Studying a range of musicians and music from around the world Diwali celebration – whole school</p>	<p><b>Spring Term: First Access</b> <b>Instrumental Programme (ukulele)</b></p> <p><b>Final piece</b> <b>Concert: End of Term Ukulele Performance?</b></p> <p><b>Opportunities for Exploring Diversity</b> The origins of the ukulele Chinese New Year – whole school</p>	<p><b>Summer 1: First Access Instrumental</b> <b>Programme (ukulele)</b> <b>Summer 2: Musical Production</b></p> <p><b>Final piece</b> <b>Concert: Upper Key Stage 2 Production</b> <b>Performance to Parents</b></p> <p><b>Opportunities for Exploring Diversity</b> World Music Day 21st June</p>
<b>Artist/Texts/websites</b>	<p>Music Express BBC Teach Ten Pieces <a href="https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6">https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</a> Voices around the World <a href="https://www.youtube.com/watch?v=5h7QzR7NUoE">https://www.youtube.com/watch?v=5h7QzR7NUoE</a></p>	<p>First Access Instrumental Programme <a href="https://www.hertsmusicservice.org.uk/schools-area/first-access.aspx">https://www.hertsmusicservice.org.uk/schools-area/first-access.aspx</a></p>	<p>First Access Instrumental Programme <a href="https://www.hertsmusicservice.org.uk/schools-area/first-access.aspx">https://www.hertsmusicservice.org.uk/schools-area/first-access.aspx</a>  School Musical Production: TBC (Chosen by Year 6 children)</p>
<b>Skills</b>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians</li> <li>• Analyse and compare musical features choosing appropriate musical vocabulary</li> <li>• Develop an understanding of the history of music</li> <li>• Notice and explore how music reflects culture</li> <li>• Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music</li> </ul>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Play and perform in ensemble contexts, playing musical instruments with increasing accuracy, fluency, control, and expression</li> <li>• Perform significant parts from notations with awareness of my own contribution</li> <li>• Perform in a group, displaying a variety of techniques</li> <li>• Improvise melodic and rhythmic material within given structures</li> <li>• Use a variety of different musical devices including melody, rhythms, and chords</li> </ul>	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control, and expression</li> <li>• Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>• Perform alone and in a group, displaying a variety of techniques</li> <li>• Using their voices:</li> <li>• Sing confidently in a wide variety of styles with expression</li> </ul>

	<ul style="list-style-type: none"> <li>● Notice, comment on, compare and explore how music reflects different intentions</li> <li>● Show thoughtfulness in selecting sounds and structures to convey an idea</li> <li>● Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</li> <li>● Describe music using musical words and use this to identify strengths and weaknesses in music</li> <li>● Explain and evaluate how musical elements, features and styles can be used together to compose music</li> <li>● Improvise melodic and rhythmic material within given structures</li> <li>● Show thoughtfulness in selecting sounds and structures to convey an idea</li> <li>● Improvise and compose music</li> <li>● Improvise melodic and rhythmic material within given structures</li> <li>● Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>● Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</li> <li>● Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>	<ul style="list-style-type: none"> <li>● Listen with attention to detail and recall sounds with increasing aural memory</li> <li>● Use and understand staff and other musical notations</li> <li>● Use of a variety of notation when performing and composing</li> <li>● Read notes and know how many beats they represent</li> <li>● Refine and improve my own work</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate the meaning and mood of the song</li> <li>● Sing a simple second part of a two-part song with confidence</li> <li>● Sing a harmony part confidently and accurately.</li> <li>● Maintain own part in a round</li> <li>● Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion.</li> </ul>
<p><b>Key Vocabulary</b> <b>(new vocabulary in bold underlined)</b></p>	<p>Rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record.</p> <p>DURATION: Metre – the organisation of beats          TEXTURE: Layers of sound          TIMBRE: Different instruments/ tone quality          PITCH: Melodic ostinato          STRUCTURE: Repetition, verse chorus / call and response, plan          METRE: The organisation of beats into groups          TEMPO: The speed of the music          DYNAMICS: Volume of the sounds</p>	<p>Pitch (how high or low notes are) <b>Duration</b> (how long notes are) Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together) <b>Appropriate musical notations</b> (how music is written) Melodic, rhythmic, control, ostinato, accompaniment, harmony, pattern, structure, chords, <b>crotchet, quaver, semiquaver, minim, semibreve, breve, bar, stave, time signature, treble clef, key signature</b></p>	<p>Pitch (how high or low notes are) Duration (how long notes are) Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together) Appropriate musical notations (how music is written) Melodic, rhythmic, control, lyrics, harmony, <b>expressively</b>, technique, effect, pattern, <b>key signature</b>.</p>

<p><b>Opportunities for Learning / Cross Curricular</b></p>	<p>Science: Earth and Space  Art: Painting Planets  <b>Topic: Ancient Greece and The Olympic Games</b></p>	<p>Topic - Anglo-Saxon/Trade  Maths – counting and number patterns for fingering  PSHE - MHWB  <b>Geography - learn about the Portuguese origin of the ukulele and where it was popularised (Hawaii)</b></p>	
<p><b>Learning Overview / WALTs</b></p>	<p>Week 1  WALT: Listen to music with focus and appraise it using musical vocabulary  Display and listen to ‘Music of the Starry Night’ by George Crumb (an American composer)  KQ: what could the very loud explosive sounds represent in the universe?  KQ: What other sounds can you hear?  (Key vocab: dynamics, texture, tempo)</p> <p>Week 2  WALT: Listen to music focusing on dynamics and texture  Listen to the second section of ‘Music of the Starry Night’  KQ: What do you think might be happening in the night sky?  KQ: How do the dynamics give this impression?</p> <p>Week 3  WALT: Perform the ostinato from ‘Music of the Starry Night’  Listen to the repeated ostinato phrase in the music. Divide the class into groups of 4 each with a tuned instrument and a copy of the Spinning Stars display (See Music Express Solar System resource)  KQ: Can you identify the ostinato pattern?  KQ: Using notes D, F, G, A and C - can you figure out how to play this using tuned percussion?</p> <p>Week 4  Display and watch the movie, Moonlight Textures, a graphic representation of Clair de Lune by Debussy (a French composer)  WALT: Learn about the sound of the whole tone scale  KQ: What instrument can you hear?  KQ: How does the texture change during the piece of music? (only a few notes are played at the beginning - thin texture but as the piece develops it becomes thicker)  KQ: How might music using these notes suggest the qualities of moon walking?</p>	<p>Week 1  WALA: The ukulele  KQ: Which family of instruments does the ukulele belong to?  KQ: Where does the ukulele come from?  Children listen to the ukulele being played.  Draw and label the parts of a ukulele.</p> <p>Week 2  WALT: Explore the ukulele  KQ: How do we hold the ukulele and pluck the strings?  KQ: What are frets?</p> <p>Week 3  WALT: Play a basic song on the open string notes.  KQ: Can you identify the basic rhythm of the song?  KQ: Can you identify crotchets, quavers, and a crotchet rest?</p> <p>Week 4  WALT: Play a fanfare piece on open strings  Build on understanding of rhythm (adding minims)  Learn how to play C7 and C major (understanding fretted notes)  KQ: What is a minim?  KQ: How do you play C major and C7?</p> <p>Week 5  WALT: Recognise the open strings from pitch alone  Listen and learn how to play ‘A sailor went to sea’</p> <p>Week 6  WALT: Practise playing C major chord  Recap C major and play it accurately  KQ: Can you play ‘A sailor went to sea’ in unison?</p> <p>Week 7  WALT: Practise a strumming pattern and play accurately in common time (4/4)  Learn how to play ‘Kookaburra’</p>	<p>Summer 1: Continuation of First Access Programme for ukulele:</p> <p>Week 1  WALT: Recap the three chords we know (C major, A minor and F major)  Create own strumming pattern using the rhythmic cells previously learnt (crotchet, quavers, minims, semibreve, and crotchet rest)</p> <p>Week 2  WALT: Play and sing a verse and chorus of a song  Begin learning ‘Best Day of My Life’ which consists of the three chords learnt so far.</p> <p>Week 3  WALT: Play along accurately maintaining tempo  KQ: How can we keep in time with the music?</p> <p>Week 4  WALT: Play three chords to accompany a song  Put together the next verse and chorus of the song  Strengthen confidence in playing the three chords  KQ: Can we perform the whole song with the backing track</p> <p>Week 5  WALT: Play a new chord – G major  Learn how to play ‘Twinkl Twinkl Little Star’</p> <p>Week 6  WALT: Compose own lyrics to the tune of ‘Twinkl’  In pairs, children write their own new song linked to our Topic.  KQ: Can you play and sing your new song at the same time?</p> <p>Singing Performance  Week 7  WALT: Learn the melody and lyrics to the chorus of songs from the Yr 6 production  KQ: which chorus is the easiest to remember and why?</p>

	<p>Week 5</p> <p>Watch and listen to an orchestral piece by George Holst 'Mars' from The Planets Suite (BBC Ten Pieces resource)</p> <p>Written in 1918 for very large orchestra</p> <p>The full suite describes 7 planets (no Earth)</p> <p>Holst was particularly interested in the 'character' of each planet rather than its science.</p> <p>WALT: Listen to and reflect on an orchestral piece</p> <p>KQ: If the music were describing a shape what would it be?</p> <p>KQ: If the music were describing a colour what would it be?</p> <p>Children can then create their own piece of artwork inspired by the Music.</p> <p>Week 6</p> <p>Display 'Earthrise from Apollo' by Richard Strauss (a German composer, conductor, pianist and violinist)</p> <p>Listen to Sunrise.</p> <p>WALT: Listen to and reflect on a contrasting orchestral piece and improvise accompaniment</p> <p>KQ: What is similar and different to 'Mars' by Holst?</p> <p>WALT: use body percussion to accompany a piece of orchestral music</p> <p>KQ: Can you identify the trumpet chords? (clap in time on the beat)</p> <p>KQ: Can you tap the timpani rhythm? (tap alternate knees in time with the rhythm)</p> <p>Autumn 2</p> <p>Link to The Olympic Games (Topic)</p> <p>Week 7</p> <p>Play National Anthems from a variety of countries around the world. Ask the children to guess the country then reveal the answers. Choose one National Anthem to focus on (could be the current Olympic host country)</p>	<p>KQ: What is the difference between plucking and strumming?</p> <p>Week 8</p> <p>WALT: Play F chord</p> <p>Recap 'Kookaburra' and the information we learnt the previous week</p> <p>KQ: Can you sing and play 'Kookaburra?'</p> <p>Week 9</p> <p>WALT: Understand more rhythmic cells (including the semibreve)</p> <p>KQ: Can you remember the values of different rhythmic cells?</p> <p>Perform 'A sailor went to sea' and 'Kookaburra'</p> <p>Week 10</p> <p>WALT: Transition between the two chords and clap the rhythm of a song</p> <p>KQ: Can you play C major and A minor?</p> <p>Week 11</p> <p>WALT: Play C major and A minor together and how to transition between the two chords</p> <p>KQ: How do major and minor chords sound different?</p> <p>Week 12</p> <p>WALT: Play and sing songs on the ukulele</p> <p>KQ: Want went well? Even better if...</p> <p>Perform the songs learnt this term and complete a notation quiz.</p>	<p>Week 8</p> <p>WALT: memorise the words of the songs</p> <p>KQ: how could you memorise the words?</p> <p>KQ: what techniques would be most useful?</p> <p>Week 9</p> <p>WALT: practise singing x song</p> <p>KQ: what makes a good singing performance?</p> <p>KQ: what should you focus on - rhythm or melody?</p> <p>Week 10</p> <p>WALT: learn movements to go with the rhythm of the chorus</p> <p>KQ: why are movements important in helping to learn and perform the songs?</p> <p>Week 11</p> <p>WALT: perform in front of an audience</p> <p>KQ: What is the most important thing to remember when performing?</p> <p>Week 12</p> <p>WALT: evaluate our performance</p> <p>KQ: what are you proud of?</p> <p>KQ: what would you change next time?</p>
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WALT: consider music in terms of meaning, structure, place and time.  
KQ: How does the music make you feel?  
KQ: Why do you think it is a good representation for that country?

Week 8

Begin the session by listening to/watching the 'Lighting Up The Flame' song from Voices around the World 2016.

<https://www.youtube.com/watch?v=5h7QzR7NUoE>

WALT: Sing a song in unison

KQ: Can you sing part 1 in unison? (Record it then analyse it)

KQ: How can we improve our singing performance?

Week 9

WALT: Sing a song in different vocal parts

KQ: Can you sing parts 2 and 3 in harmony?

KQ: What is difficult about singing in different parts?

Week 10

WALT: Perform a song in harmony

KQ: Can you sing all three parts in harmony?

KQ: How do the notes blend together?

Week 11

WALT: Compose accompaniment to enhance a song

KQ: What instruments could we add to thicken the texture and timbre of our performance?

Week 12

WALT: combine musical elements within a structure

Perform the song with improvised percussion accompaniment at The Opening Ceremony of the Mini Olympic Games (Topic Wow Day)

KQ: What are you proud of?

KQ: What would you change next time?