

Music Year Five



Autumn 2: Composing and Chords

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Prior Unit:

Melody and Harmony in Music

Future Unit:

Enjoying Musical Styles

Sticky knowledge and skills:

- Identify 2/4, 3/4, 6/8 and 5/4 metre.
- Identify the musical style of a song or piece of music.
- Identify instruments by ear and through a range of media.
- Recall by ear memorable phrases heard in the music.
- Develop confidence as a soloist.
- Respond to a leader or conductor.
- Sing in unison and parts, and as part of a smaller group.
- Identify: stave, treble clef and time signature.
- Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E major, C minor and D minor.
- Start to use structures within compositions.
- Use chords to compose music to evoke a specific atmosphere, mood or environment.
- Discuss and talk musically about the strengths and weaknesses of a performance.
- To include instrumental parts, improvisatory sections, composed passages within the rehearsal and performance.

Vocabulary:

Pupils will be taught the meaning of and encouraged to use:

Rock, bridge, backbeat, amplifier, chorus, riff, hook, improvise, compose, syncopation, structure, Swing, tune/head, note values, note names, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, rap, ostinato, synthesizer, deck, backing loops, Funk, scratching, unison, pitch, tempo, dynamics, timbre, texture, tonality, Soul, groove, bassline, brass section, harmony, crotchet, minim, quaver, rests, time signature, key signature, clef, stave, notation, major, minor, bar, detached, repeats, rhythm patterns, legato, staccato, forte, piano, fortissimo, pianissimo, chords, Minimalism, Rock n' Roll, South African Pop, Contemporary Jazz, crescendo, diminuendo, mezzo forte, mezzo piano.

LO

Lesson outline

Lesson 1

LO: To be able to make a good sound on my instrument when playing with the song 'Freedom is Coming'.

The unit question is: **How does music improve our world?** Refer back to this question as you move through each lesson in this unit.

Musicianship options

As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.

Understanding Music

As a class, complete the understanding music activity

- Internalise, keep and move in time with a steady beat in 2/4 time
- Copy back rhythms from memory or with notation
- Listen to the rhythms provided and create a rhythmic answer.
- Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers
- Listen to and copy back five-note melodic patterns using the notes G, A, B, D, E, F# from memory and with notation
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations of G, A and B or G, A, B, D, E, F#
- Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings)

Improvise Together

This activity gives you the opportunity to practice improvising together using the following notes.

- F, G, A
- F, G, A, Bb, C

		<ul style="list-style-type: none"> • F, G, A, Bb, C, D, E <p>Listening Listen to `Freedom is Coming`. Explain the musical style is South African pop. The song has been written about freedom and empowerment. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song `Freedom is Coming` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Playing Play your instruments with the song `Freedom is Coming`.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Freedom is Coming` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 2</p>	<p>LO: To understand and clap/ play rhythms that use minims, crotchets and quavers, semiquavers and rests.</p>	<p>Recap- What song did we learn to sing last week? Can you remember what the song was about and anything else connected to it and you? What style of music is the song `Freedom is Coming`?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 2/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers • Listen to and copy back five-note melodic patterns using the notes G, A, B, D, E, F# from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G, A and B or G, A, B, D, E, F# • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • F, G, A • F, G, A, Bb, C • F, G, A, Bb, C, D, E <p>Listening Listen to `Forever Always`. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song `Freedom is Coming` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor

		<ul style="list-style-type: none"> • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Composing and improvisation There are several improvise and/or compose options. Decide which activity below to use in the lesson and perhaps use the others for extension work.</p> <p>Improvise with the song `Freedom is Coming` Think about the differences between improvising and composing. The children will be using up to three or 5 notes suggested. They can improvise together, in groups or as a soloist.</p> <p>Option 1. Improvise Together You can repeat this option if you wish to, but you might have already taken this option to practise improvising at the beginning of the lesson. If you have, use the skills you have started to build and use them in `Improvise with the song` next.</p> <p>Option 2. Improvise with the song Take it in turns to improvise using the notes given. When practicing, take it in turns to solo or improvise in groups. Perform your improvisations within the activity option in `Perform the song`.</p> <p>Compose with the song `Freedom is Coming` In this composition activity, choose from the differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song it its performance.</p> <p>Music Notepad Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place in this unit. The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and numbers of bars. Once these have been selected, you are able to notate your own composition.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Freedom is Coming` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 3</p>	<p>LO: To be able to name different instruments and what genre of music they play.</p>	<p>Recap: Can you remember the song we learnt last week? Sing `Freedom is Coming`.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 2/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers • Listen to and copy back five-note melodic patterns using the notes G, A, B, D, E, F# from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G, A and B or G, A, B, D, E, F# • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • F, G, A • F, G, A, Bb, C • F, G, A, Bb, C, D, E <p>Listening Listen to `All Over Again`. This is a 20th and 21st century orchestral song. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song `All Over Again` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p>

		<p>You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` All Over Again ` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 4</p>	<p>LO: To be able to write my musical ideas down using graphic scores and notation.</p>	<p>Recap: Can you remember the song we learnt last week? What can you remember about the song?</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 2/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers • Listen to and copy back five-note melodic patterns using the notes G, A, B, D, E, F# from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G, A and B or G, A, B, D, E, F# • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • F, G, A • F, G, A, Bb, C • F, G, A, Bb, C, D, E <p>Listening Listen to ` Free ` . Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song ` All Over Again ` The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song.</p> <p>You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Composing and improvisation There are several improvise and/or compose options. Decide which activity below to use in the lesson and perhaps use the others for extension work.</p> <p>Create a graphic score- Happiness The children will be given the opportunity to create their own graphic scores with the title `Happiness`. Explain that a graphic score is an exciting and creative way to write a musical composition. It involves using: shapes, squiggles, letters, pictures, anything you would like to represent the music you are creating. They will use their imagination to decide what will happen in the story and how they will tell it with sound and instruments.</p> <p>Music Notepad Using the Music Notepad, create your own compositions as a class or in differentiated groups to assess the music theory that has taken place in this unit. The home screen allows you to tailor the settings of your composition by selecting the time and key signatures, clef and numbers of bars. Once these have been selected, you are able to notate your own composition.</p> <p>Performing</p>

		<ul style="list-style-type: none"> • Create and present a holistic performance of ` All Over Again ` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 5</p>	<p>LO: To be able to listen to music and describe some of the musical features.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` All Over Again ` together.</p> <p>Musicianship options As a class complete the understanding music activity in each step. Use improvise together as an optional activity for variation and enrichment.</p> <p>Understanding Music As a class, complete the understanding music activity</p> <ul style="list-style-type: none"> • Internalise, keep and move in time with a steady beat in 2/4 time • Copy back rhythms from memory or with notation • Listen to the rhythms provided and create a rhythmic answer. • Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets, quavers and semiquavers • Listen to and copy back five-note melodic patterns using the notes G, A, B, D, E, F# from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of G, A and B or G, A, B, D, E, F# • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings) <p>Improvise Together This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • F, G, A • F, G, A, Bb, C • F, G, A, Bb, C, D, E <p>Listening Listen to ` Do You Ever Wonder? `. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing Learn to sing the song ` Do You Ever Wonder? `. The on-screen resource will assist you with listening and learning the song. You will have the option to break the song down into manageable learning sections. Add movement to the song and have fun. Let the children use their imaginations to choreograph movement to the song. You could:</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song • Demonstrate and maintain correct posture and breath control • Listening to each other and singing in tune together <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Do You Ever Wonder? ` with an understanding of the song you are singing and where it fits in the world • Present what has been learnt in the lesson with confidence • Introduce the performance with an understanding of what the song is about and anything else connected to it and you
<p>Lesson 6</p>	<p>LO: To discuss and talk about the strengths and weaknesses of a performance.</p>	<p>There are two options: Understanding Music and Improvise Together. These are both optional activities today. Use either as a warm up or start your lesson with the Listen and Respond activity.</p> <p>Listening In this listen and respond activity, you will revisit a piece of music that the class listened to earlier in the unit. Give the children a blank ` listen and respond ` form where they can write their comments/ responses and answers. Listen to the song ` Forever Always `. Complete the five steps for listening 1. Listen 2. Respond 3. Extended Listening 4. Understand 5. Connect. Encourage the children to stand up and internalise the music using their bodies. Encourage the children to move to the music. Discuss what you think the composer's intentions were, using musical vocabulary. Discuss dynamic contrasts in greater depth, why the composer might have used certain voices/ instruments in the music or why they have written in this style.</p> <p>Singing As a class choose a song to revisit singing from the list on the screen.</p> <ul style="list-style-type: none"> • Learn to sing the song as part of an ensemble/choir • Follow a leader/conductor • Understand the meaning of the song

- Demonstrate and maintain correct posture and breath control

Playing

Recap playing tuned percussion with your chosen song for the performance.

Composing and Improvising

Revisit the improvising and composing activities connected to the song you are preparing for the final performance.

Performing

Complete a performance of your chosen song from the unit. Record the performance using an iPad.

When performing guide the class to discuss:

- How do we take our places?
- How do we sit or stand to perform? How do we know when to start?
- How might we introduce a piece of music?
- How do we say thank you to the audience for listening?

After the performance guide the children to discuss:

- Did you enjoy the performance?
- How did it make you feel?
- Were all of the performers focused and concentrating during the performance?
- If there was a song, could you hear the words?
- If there was a song, can you remember what the song was about?
- Who else might enjoy the performance?

Complete quiz together- Year 5 Unit 3

The theory quiz summarises all of the musical learning that has taken place in this unit. Each question is multiple choice and allows you to select the correct answer before moving on.