

Music Year Five



Spring 2: Freedom to Improvise

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:

Enjoying Musical Styles

Future Unit:

Music and Technology

Sticky knowledge and skills:

- Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- Sing `on pitch` and `in time`.
- Talk about the different styles of singing used for different styles of song.
- Talk confidently about how connected you feel to the music and how it connects to the world.
- Recognise how notes are grouped when notated.
- 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.
- Explore improvisation within a major scale.
- Explain why a song was chosen to perform, including its composer and historical and cultural context of the song.

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: I can show you a good playing position on my instrument.

The unit question is: **How does music shape our way of life?** 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 3/4 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 dotted minims, minims, crotchets, quavers, semiquavers and their rests
- Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and with notation
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A 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.

- C, D, E
- C, D, E, G, A
- C, D, E, F, G, A, B

Listening

Listen to `Look into the night`. Learn all about electronic dance music (EDM) with this song. EDM became very popular in the 1980s and 90s and is now one of the most popular genres. Do you know

		<p>any EDM songs? 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 ` Look into the night ` 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 ` Look into the night `.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Look into the night` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • 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 musical notation.</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 ` Look into the night `.</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 3/4 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 dotted minims, minims, crotchets, quavers, semiquavers and their rests • Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A 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"> • C, D, E • C, D, E, G, A • C, D, E, F, G, A, B <p>Listening Listen to ` The Lark Ascending ` . 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 Continue to learn to sing the song ` Look into the night ` 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>Composing and improvisation</p>

		<p>Compose with the song ` Look into the night` Please use the composition guide to support this activity. In this composition activity, choose from differentiated note sets and as a whole class or in groups, compose a new, simple melody that will be played with the song in its performance.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Look into the night` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • 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 perform different pieces of music on my instrument confidently.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` Erie Canal`. What can you remember about Reggae music?</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 3/4 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 dotted minims, minims, crotchets, quavers, semiquavers and their rests • Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A 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"> • C, D, E • C, D, E, G, A • C, D, E, F, G, A, B <p>Listening Listen to ` Breathe`. Get to know the different sections of the orchestra in this song. Ask the children where did the orchestra come from and how has it changed overtime? 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 ` Breathe` 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 ` Breath `.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Breath` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • 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 improvise with the song ` Breathe`.</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 3/4 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 dotted minims, minims, crotchets, quavers, semiquavers and their rests • Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A 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"> • C, D, E • C, D, E, G, A • C, D, E, F, G, A, B <p>Listening Listen to `Stay Connected`. 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 With your learn to sing the song `Breathe`. 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 <p>Composing and improvisation Improvise with the song `Breathe` 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>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of `Breahe` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • 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 sing on pitch and on time to the song `Keeping Time`.</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 3/4 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 dotted minims, minims, crotchets, quavers, semiquavers and their rests • Listen to and copy back melodic patterns using the notes D, E, F#, G, A from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations and the notes D, E, F#, G, A 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"> • C, D, E • C, D, E, G, A • C, D, E, F, G, A, B <p>Listening Listen to ` Keeping Time`. Explain the musical style of this song is funk. 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 With your class learn to sing ` Keeping Time`. 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 <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Keeping Time` with some understanding of the musical, cultural and historical contexts • Invite a child to lead the performance • Present what has been learnt in the lesson with confidence and ease • 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 create, rehearse and present a holistic performance of a chosen song.</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 ` The Lark Ascending`. 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 <p>Playing Recap playing tuned percussion with your chosen song for the performance.</p> <p>Composing and Improvising Revisit the improvising and composing activities connected to the song you are preparing for the final performance.</p> <p>Performing Complete a performance of your chosen song from the unit. Record the performance using an iPad. When performing guide the class to discuss:</p> <ul style="list-style-type: none"> • 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? <p>After the performance guide the children to discuss:</p> <ul style="list-style-type: none"> • 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? <p>Complete quiz together- Year 5 Unit 5 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.</p>

