

Music Year Five



Autumn 1: Melody and Harmony in Music

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:

Feelings Through Music

Future Unit:

Composing and Chords

Sticky knowledge and skills:

- Find and demonstrate the steady beat.
- Talk about feelings created by music.
- Justify a personal opinion with reference to musical elements.
- Sing expressively, with attention to dynamics and articulation.
- Sing expressively, with attention to breathing and phrasing.
- Rehearse and learn songs from memory or with notation.
- Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- 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.
- Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
- Create music in response to music and video stimulus.
- Use music technology to capture, change and combine sounds.
- Perform from memory or with notation, with confidence and accuracy.
- Create, rehearse and present a holistic performance for a specific purpose.

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: I can perform my part on my instrument while others are playing something different confidently.

The unit question is: **How does music bring us together?** Refer back to this question as you move through each lesson in this unit.

Complete the baseline quiz

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 4/4 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, crotchets, quavers, dotted crotchets and their rests
- Listen to and copy back melodic patterns using the notes A, B, C, D, E, F#, G from memory and with notation
- Listen to the melodic patterns and create a simple melodic answer.
- Create melodic patterns using rhythmic combinations of the notes A, B, C, D, E, F#, G
- Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (so-lfa 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"> • A, B, C • A, B, C, D, E • A, B, C, D, E, F#, G, A <p>Listening Listen to ` Ghost Parade`. Explain this song is a Halloween story being told in a 20th and 21st century orchestral style. Playing in an orchestra/band means we have to work together- how? 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 ` Ghost Parade ` 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>Playing Play your instruments with the song ` Ghost Parade `.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Ghost Parade` 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: I can improvise on my instrument.</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?</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 4/4 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, crotchets, quavers, dotted crotchets and their rests • Listen to and copy back melodic patterns using the notes A, B, C, D, E, F#, G from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of the notes A, B, C, D, E, F#, G • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (so-lfa 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"> • A, B, C • A, B, C, D, E • A, B, C, D, E, F#, G, A <p>Listening Listen to ` Lively`. 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 ` Ghost Parade ` 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</p>

		<p>learning sections. Add movement to the song and have fun. Let the children use their imaginations to choregraph 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</p> <p>Improvise with the song ` Ghost Parade `</p> <p>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</p> <p>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</p> <p>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 ` Ghost Parade ` 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 sing the song ` Words Can Hurt ` confidently with the class using expression.</p>	<p>Recap: Can you remember the song we learnt last week? Sing ` Ghost Parade `.</p> <p>Musicianship options</p> <p>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</p> <p>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 4/4 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, crotchets, quavers, dotted crotchets and their rests • Listen to and copy back melodic patterns using the notes A, B, C, D, E, F#, G from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of the notes A, B, C, D, E, F#, G • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (so-lfa option in settings) <p>Improvise Together</p> <p>This activity gives you the opportunity to practice improvising together using the following notes.</p> <ul style="list-style-type: none"> • A, B, C • A, B, C, D, E • A, B, C, D, E, F#, G, A <p>Listening</p> <p>Listen to ` Words Can Hurt `. 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</p> <p>Learn to sing the song ` Words Can Hurt ` 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.</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

		<ul style="list-style-type: none"> • 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 ` Words Can Hurt `.</p> <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Words Can Hurt ` 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: I can compose music with contrasting sections.</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 4/4 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, crotchets, quavers, dotted crotchets and their rests • Listen to and copy back melodic patterns using the notes A, B, C, D, E, F#, G from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of the notes A, B, C, D, E, F#, G • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (so-lfa 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"> • A, B, C • A, B, C, D, E • A, B, C, D, E, F#, G, A <p>Listening Listen to ` His Eye Is On The Sparrow ` . 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 decide which song to sing ` Words Can Hurt ` . 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 <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>Compose with the song ` Words Can Hurt ` 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 its performance.</p> <p>Create a graphic score- Jazz Hands The children will be given the opportunity to create their own graphic scores with the title ` Jazz Hands ` . 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>Compose with a theme- ` Jazz Hands ` This activity uses a different backing track in which you can create your own melody inspired by a given theme. Choose from the differentiated note sets as a whole class or in groups, compose a new melody. Children compose an eight- bar melody, using three or five notes over the backing track. The melody can be included as part of the final performance. The children can create using their imaginations.</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>Quickbeats In this activity, the children will work in groups to create their own beats and rap over them. There are video tutorials for support.</p> <p>Performing Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Words Can Hurt ` 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 sing in harmony confidently.</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 4/4 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, crotchets, quavers, dotted crotchets and their rests • Listen to and copy back melodic patterns using the notes A, B, C, D, E, F#, G from memory and with notation • Listen to the melodic patterns and create a simple melodic answer. • Create melodic patterns using rhythmic combinations of the notes A, B, C, D, E, F#, G • Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (so-lfa 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"> • A, B, C • A, B, C, D, E • A, B, C, D, E, F#, G, A <p>Listening Listen to ` Joyful, Joyful ` . This is a famous gospel song with a wonderful melody. Gospel songs bring communities together through worship. 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 ` Joyful, Joyful ` . 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 <p>Performing</p> <ul style="list-style-type: none"> • Create and present a holistic performance of ` Joyful, Joyful ` 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</p>

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 'Lively'. 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.

Singing

As a class choose a song to revisit singing from the list on the screen.

- 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 1

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.