

## Y5 Music – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 5 Music planning placed in context of long-term knowledge and skill growth.

### Rationale:

Children entering Y5 will have a secure knowledge of the work of a range of artists, music genres and will be able to express an opinion about their style. During Y5 children will develop their understanding about musical artists identifying their music style and themes portrayed through their music. They will be able to identify whether the song tells a story whilst identifying the mood of the song. They will explore Rock anthems, jazz, swing, pop ballads, old school, hip hop and Motown music. Children will continue to develop an understanding of musical notation and will be able to identify a range of musical notes whilst playing three notes (C, D, E) in composition, improvisation and performance. Children will develop their understanding of reading music as they learn to play an untuned instrument (recorder). We continue to develop learning from Y4; appraising a range of music styles and finding the pulse of the music in a variety of different ways. Knowing the importance of showing respect to others through performance, children will continue to develop a resilient approach when learning a range of musical genres and playing a musical instrument.

### Y5: Listen and appraise

#### Key Knowledge, building on previously taught skills:

- To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?
- To know the style of the five songs and to name other songs from the Units in those styles.
- To choose two or three other songs and be able to talk about:
  - Some of the style indicators of the songs (musical characteristics that give the songs their style)
    - The lyrics: what the songs are about
    - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
    - Identify the main sections of the songs (intro, verse, chorus etc.)
    - Name some of the instruments they heard in the songs
    - The historical context of the songs. What else was going on at this time?

#### Key Discussion Points:

- Do you like the song?
- What can you hear?
- What is the style of this music?
- How is the song put together?

### Y5: Musical activities

#### Key Knowledge, building on previously taught skills:

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

#### Key Discussion Points:

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

#### Bronze Challenge

- Find the pulse
- Copy back rhythms based on the words of the main song that include syncopation/off beat
- Copy back one-note riffs using simple and syncopated rhythm patterns.

#### Silver Challenge

- Find the pulse
- Lead the class by inventing rhythms for others to copy back
- Copy back two-note riffs by ear and with notation

	<ul style="list-style-type: none"> <li>○ Question and answer using two different notes.</li> </ul> <p>Gold Challenge</p> <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul>
--	--

**Y5: Singing**

<p><b>Key Knowledge, building on previously taught skills:</b></p> <ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>➢ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>➢ To know what the song is about and the meaning of the lyrics</li> <li>➢ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<p><b>Key Discussion Points:</b></p> <p>How can we change the pitch of our voice?  How is the song similar to the previous?  Why should we warm up our voices?  What is the correct posture for singing? Why?  How can we divide the song into different parts?  What is the difference between rap and singing? How can we use our voice to show this?</p>
--	---

**Y5: Playing instruments.**

<p><b>Key Knowledge, building on previously taught skills:</b></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>➢ Different ways of writing music down – e.g. staff notation, symbols</li> <li>➢ The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>➢ The instruments they might play or be played in a band or orchestra or by their friends.</li> <li>➢ Learn to play the recorder including improvisation.</li> </ul>	<p><b>Key Discussion Points:</b></p> <p>What is the correct way to hold a recorder?  Show me note _____  What is the name of the note? How should it be played?  How can we ensure that we are singing in unison?</p>
--	---

**Y5: Improvisation**

<p><b>Key Knowledge, building on previously taught skills:</b></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five.</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</li> <li>• To know three well-known improvising musicians.</li> </ul>	<p><b>Key Discussion Points:</b></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p><b>1. Play and Copy Back</b></p> <ul style="list-style-type: none"> <li>✓ <b>Bronze</b> – Copy back using instruments. Use one note.</li> <li>✓ <b>Silver</b> – Copy back using instruments. Use the two notes.</li> <li>✓ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> </ul> <p><b>2. Play and Improvise</b> You will be using up to three notes:</p> <ul style="list-style-type: none"> <li>✓ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>✓ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>✓ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> <p><b>3. Improvisation!</b> You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <ul style="list-style-type: none"> <li>✓ <b>Bronze</b> – Improvise using one note.</li> <li>✓ <b>Silver</b> – Improvise using two notes.</li> <li>✓ <b>Gold</b> – Improvise using three notes.</li> </ul> <p><b>Classroom Jazz 2</b> – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
--	--

**Y5: Composition**

<p><b>Key Knowledge, building on previously taught skills:</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>• Notation: recognise the connection between sound and symbol.</li> </ul>	<p><b>Key Discussion Points:</b> What is a melody? Can you use notes _____ in your composition? Can you write you composition on the staff? How can you support your peers? Why is important to consider the tempo, dynamics, texture in your composition?</p>
---	--

**Y5: Performance**

<p><b>Key Knowledge, building on previously taught skills:</b> To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience.</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other.</li> <li>• Everything that will be performed must be planned and learned.</li> <li>• You must sing or rap the words clearly and play with confidence.</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know.</li> <li>• It is planned and different for each occasion.</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul>	<p><b>Key Discussion Points:</b> Which song shall we perform? How can we include our composition into the piece? How will we show respect to others during performance? What can we do whilst we wait for our part? What went well? How could you improve your performance?</p>
--	---