**Year 5 Music Curriculum – Autumn Term**

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| **Theme: Voice** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the 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. | | | **Keyword** | Definition | **Phrase** | a series of notes that sound complete even when played apart from the main song. | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Diction** | forming words clearly and accurately | **Pitch** | how high or low a note is | | |
| **Dynamics** | the volume of sound | **Texture** | how the melody, rhythms and harmony are combined, determining the overall  quality of the sound in a piece of music | | |
| **A Capella** | singing without an instrumental accompaniment | **Rhythm** | The pattern of sounds played through time, formed by a series of notes | | |
| **Lyrics** | the words of a song | **Graphic score** | the representation of music through the use of visual symbols | | |
| **Stave (or staff)** | a set of 5 horizontal lines and 4 spaces used for standard notation to show  the pitch of the notes | **Tempo** | the speed at which a piece of music is played. | | |
| **Treble clef** | This sign is placed on the stave at the start of a piece of music. It lets the  performer know that the pitches can be played by instruments such as violin, flute, clarinet,  recorder, oboe, trumpet, piano (right hand), and soprano and alto singers. | **Verse and Chorus** | Music composed in alternating sections Verse/Chorus/Verse/Chorus/  where the verse will change words but the chorus will stay the same | | |
| **Melody** | A group of notes played one after another to make a tune |  |  | | |
| **Prior Learning:**  Voice- Year 4 | | | | | **Future Learning:**  Voice- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Sing and maintain an independent part with increasing awareness of other parts. | | * In this lesson, children will learn a simple 3 part harmony for a traditional African lullaby thought to originate from Chad and/or Congo. They will consider how to use their voices together to create the soothing, calm mood that a lullaby requires. | | | | | * Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. | | |
| 1. Sing and maintain an independent part with increasing awareness of other parts and interpret the melody shape of a song in a graphic score format. | | * In this lesson, children will learn the main 2 parts of a ‘Call and response’ song called ‘Halima Pakasholo’ which is thought to have originated as a traditional Namibian greeting song. They will consider how they need to use their voices differently to last week’s song, focusing on clear rhythm and diction. They will also use graphic scores to support their understanding of the pitch shape. | | | | | * Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. | | |
| 1. Sing and maintain an independent part with increasing awareness of other parts and perform sounds made by my voice. | | * In this lesson, children will continue to work on learning the call and response song ‘Halima Pakasholo’, adding a ‘response harmony’ part and also a beatboxing accompaniment. They will add dynamic changes to vary their performance and record this to look back on in lesson 6. | | | | | * Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. | | |
| 1. Sing and maintain an independent part with increasing awareness of other parts. | | * In this lesson, children will be introduced to the genre of spirituals and will focus on learning ‘Deep down in my Soul’, looking at the bass line and main melody parts first. They will discuss how best to capture the mood of the song and the similarities and differences between this and the previously learnt 2 songs. | | | | | * Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. | | |
| 1. Sing and maintain an independent part with increasing awareness of other parts. | | * In this lesson, children will learn the counter melody part for ‘Deep down in my Soul’ and combine all 3 parts together to create a performance. There is the opportunity to spend time creating an arrangement of the performance either as a whole class or in groups. The performance(s) will be recorder to watch in lesson 6. | | | | | * Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style. * Sing three-part rounds, partner songs, and songs with a verse and a chorus. * Perform a range of songs in school assemblies and in school performance opportunities. | | |
| 1. Comment on my own and other people’s performances using Yr 5 vocabulary learnt | | * In this session, children will ideally perform all 3 (or a selection of the 3) songs to an audience. They will then watch the recorded performances from the previous sessions and  self and peer assess. They will share feedback comments. Children will then complete a Glossary Activity which assesses their understanding of the musical vocabulary used in this unit of work. They will also complete the self assessment grid for the unit. | | | | | * Watch all the performances again and give supportive feedback. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 2-6 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Voice | | **2** | Voice | | **3** | Voice | | **4** | Voice | | **6** | Voice | | |
| **Dynamics** | * Lesson 3 | | | | | | |
| **Tempo** |  | | | | | | |
| **Composition** | * Lessons 1 and 5 | | | | | | |