**Year 5 Music Curriculum –Spring Term**

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| **Theme: Rhythm** | | | | | | | | | |
| **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 | Pitch | how high or low a note is | | | **PSHE** –  **History –**  **English** –  **Science –** |
| Bar | A segment of time corresponding to a specific number of beats marked in the music by vertical  ‘bar lines’to group them together | Pulse | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. | | |
| Crotchet | A 1 beat note | Quaver | A symbol and musical measurement of time representing 1/2 a beat (paired quavers = 1  beat) | | |
| Genre | The style of music | Rhythm | A pattern of sounds played through time, formed by a series of notes | | |
| Melody | the tune | Semibreve | A 4 beat note | | |
| Minim | A 2 beat note | Stave | A set of 5 horizontal lines and 4 spaces that each represent a different musical pitch | | |
| Ostinato | A repeated musical phrase or rhythm | Tempo | the speed at which a piece of music is played | | |
| Timbre | The quality or ‘colour’ of sound that makes one voice or instrument different from another. | Texture | described as ‘thin’ or ‘thick’ depending on how many different layers of sounds you can hear | | |
| Time Signature | Two numbers written like a fraction at the start of a piece to explain how the music is  to be counted. The top number denotes the number of beats (pulses) and the bottom number  denotes the type of beat |  |  | | |
| **Prior Learning:**  Rhythm- Year 4 | | | | | **Future Learning:**  Rhythm- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Use and respond to basic musical symbols including standard notation | | * Children will revise their understanding of rhythm and note values from Unit 1 and play a rhythm clock game to help them practise and refine further their understanding of notation, rests and aural identification of rhythms. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | | |
| 1. Use a variety of timbres and techniques when creating and playing music | | * Children will practise playing a given selection of rhythm patterns as part of a class performance. After performing in groups, they will watch a recording of themselves and give and receive feedback on the rhythms, timbre and textures created in the performance. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | | |
| 1. Create and play rhythms within a range of time signatures | | * Children will listen to pieces of music from different artists within a range of time signatures. The class will then be split into groups where they will layer bars of different time signatures over one another, starting and stopping correctly, to produce short pieces. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations * Understand the differences between 2/4, 3/4 and 4/4 time signatures | | |
| 1. Use and respond to basic musical symbols including standard notation | | * Children will carry out a listening activity using three audio clips. They will use their understanding of rhythm and pitch to identify which notated rhythm matches up with the audio clip. This will develop into children working in small groups and performing rhythms for their peers to play their own version of the game. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. * Understand the differences between 2/4, 3/4 and 4/4 time signatures. * Read and perform pitch notation within an octave (e.g. C–C′/do–do). | | |
| 1. Maintain a rhythmic part in a group performance with an awareness of structure. | | * Children will work in small groups to compose and create an arrangement which will become their final recorded performance. They will need to make decisions around how to start and stop their piece, which tempo to use and what format the arrangement will take. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. | | |
| 1. Comment on my own and other people’s performances using Yr 5 vocabulary learnt | | * Children will watch their performances from the previous lesson, giving peer feedback and self-evaluating whilst referring to the lesson’s success criteria. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 4 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Rhythm | | **2** | Rhythm | | **3** | Rhythm | | **4** | Rhythm | | **6** | Rhythm | | |
| **Dynamics** |  | | | | | | |
| **Tempo** | * Lessons 3, 5 and 6 | | | | | | |
| **Composition** | * Lessons 3 and 5 | | | | | | |