**Year 5 Music Curriculum –Spring Term**

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| **Theme: Pitch** | | | | | | | | | |
| **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 | **Motif** | A short musical ‘idea’ representing a mood or character in a piece of music | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Chord** | A group of notes which sound at the same time | **Ostinato** | A repeated musical phrase or rhythm | | |
| **Crotchet** | a 1 beat note | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Pentatonic** | A scale with 5 notes eg. C-D-E-G-A that is very common in folk music and traditional music from around the world. | | |
| **Harmony** | The sound of two or more notes played simultaneously | **Pitch** | How high or low a note is | | |
| **Improvise** | to create or invent music in real time (on the spot) | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat. | | |
| **Interval** | The difference in pitch between 2 sounds | **Rhythm** | The pattern of syllables or sounds played through time, formed by a series of notes. | | |
| **Major** | A simple major scale can be played using all of the white notes on the piano starting and ending on C. An example major chord is C-E-G and music in major keys is said to sound happy. | **Tempo** | the speed at which a piece of music is played | | |
| **Minor** | A simple minor scale can be played from A to A on a keyboard. An example minor chord is A-  C-E and music in minor keys is said to sound sad. | **Tone** | A musical or vocal sound characterised by its pitch, quality, and strength. | | |
| **Melodic phrase** | A ‘musical sentence’ created by a series of notes which sounds complete even  when played alone | **Treble clef** | This sign is placed on the stave at the start of a piece of music. It lets the performer know  that the note values on the lines and in the spaces | | |
| **Minim** | a 2 beat note | **Scale** | An ordered sequence of notes in either ascending or descending order | | |
| **Minimalist music** | Music that has limited or minimal musical materials or ideas featuring lots of  repetition | **Semibreve** | A 4 beat note | | |
| **Semiquaver** | a note worth 1⁄4 of a beat so 4 played together equal a crotchet beat | **Texture** | The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound. | | |
| **Semitone** | Half a tone (the smallest interval in Western Classical music) | **Timbre** | The quality or ‘colour’ of sound that makes one voice or instrument different from another. | | |
| **Prior Learning:**  Pitch- Year 4 | | | | | **Future Learning:**  Pitch – Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Explore the meaning of pitch and the pitch qualities of different instruments. | | * Children will learn about the different pitches in the orchestral families, listening to short extracts from Benjamin Britten’s ‘Young Person’s Guide to the Orchestra.’ They will become familiar with the theme and play this on different pitched classroom instruments. | | | | | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. * Understand the differences between 2/4, 3/4 and 4/4 time signatures. * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | | |
| 1. Play from standard pitch notation in the treble clef | | * Children will develop their understanding of pitch notation further, being introduced to the full treble clef note names. They will demonstrate this knowledge practically, including following rhythm notation learnt in Unit 3. | | | | | * Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | | |
| 1. Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies. | | * Children will develop their knowledge of major and minor pentatonic scales as the basis for a short group composition. They will also incorporate musical elements such as texture, dynamics, timbre and tempo into their work. | | | | | * Improvise freely, developing sense of shape and character, using tuned percussion and melodic instruments. * Capture and record creative ideas using staff notation. | | |
| 1. Begin to use a variety of musical devices and techniques when creating and making music. | | * Children will build on their understanding of pentatonic scales and ostinatos (rhythmic pattern or melodic phrase). They will listen to the Blue Planet II theme music by Hans Zimmer and also Filip Olejka’s tribute to this (fan music), focusing on some of the minimalist features such as repetition and small dynamic changes. Finally they will learn a simple song for which they will create an accompaniment, using some of the musical devices taught. | | | | | * Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies * Perform simple, chordal accompaniments to familiar songs * Enhance work with rhythmic or chordal accompaniment. | | |
| 1. Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance. | | * Children will work in groups to create their own version of ‘Deep sea magic’ that uses all of the musical features taught. The performances will be recorded for the next lesson. | | | | | * 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. * Use chords to compose music to evoke a specific atmosphere, mood or environment. * Capture and record creative ideas using staff notation | | |
| 1. Comment on my own and other’s performances using Yr 5 vocabulary learnt | | * Children will discuss what they have learned in this unit using accurate musical vocabulary. They will then watch their performances, carrying out self and peer assessment and  providing thoughtful and relevant feedback. | | | | | * Watch the performances and discuss what could be done to improve performances in the future. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 1, 2 and 3 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Pitch | | **2** | Pitch | | **3** | Pitch | | **4** | Pitch | | **6** | Pitch | | |
| **Dynamics** | * Lesson 3 | | | | | | |
| **Tempo** | * Lesson 3 | | | | | | |
| **Composition** | * Lessons 3, 4 and 5 | | | | | | |