**Year 5 Music Curriculum –Summer Term**

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| **Theme: Technology, structure and form** | | | | | | | | | |
| **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 | **Key Signature** | a visual symbol printed on a musical stave that indicates what key a section of music is written in (eg. The key of C) | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Audio effects** | effects used to alter the character and sound of an instrument or audio loop | **Loops** | a repeating section of sound | | |
| **Audio recording** | make a recording of sound | **Lyrics** | the words to a song | | |
| **Bar** | A segment of time corresponding to a specific number of beats marked in the music by vertical  ‘bar lines’ to group them together | **Music Technology** | Using an electronic device or equipment to make music | | |
| **Bridge** | A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to. | **Outro** | the section that ends a song. The last part of song structure. | | |
| **Crotchet** | A 1 beat note | **Paired quavers** | two quavers, half a beat each which together equals 1 beat | | |
| **Intro** | A song introduction, or ‘intro’ for short, is the first part of song structure. | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Dynamics** | How loudly or softly to play a part or piece of music | **Rhythm** | a pattern of sounds played through time, formed by a series of notes | | |
| **Rap** | a musical form of vocal delivery that uses rhyme, rhythmic speech, and everyday speech | **Song structure** | the arrangement of a song, typically in sections | | |
| **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music | **Tempo** | the speed at which a piece of music is played | | |
| **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 |  |  | | |
| **Prior Learning:**  Technology, structure and form- Year 4 | | | | | **Future Learning:**  Technology, structure and form- Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Use and identify some key features of musical structures | | * Children will build on prior learning regarding song structure and song sections. This knowledge will be explored when the class listens to a range of different songs and have to perform different actions to the pulse to signal which section of the song can be heard. | | | | | * Use and identify some key features of musical structures | | |
| 1. Consider some musical devices when creating and playing music using technology | | * Children will recap and build upon prior learning in Bandlab Education. Pupils will be introduced to some new tips which help them choose loops which are in the same key signature. Pieces will be composed, consisting of a given number of bars. | | | | | * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. | | |
| 1. Consider some musical devices when creating and playing music using technology | | * Children will use their existing Bandlab Education creations, assessing each other’s work to ensure a clear ABAB structure has been created. They will now create a C section which will act as an outro to their Bandlab Education songs. | | | | | * Work with a partner to compose a short ternary piece. | | |
| 1. Use and identify some key features of musical structures | | * Children will work in small groups to write their own raps. Using a clear given structure, chn will create rhyming word banks to write their own A and B sections of a rap. This will be completed with a C section outro that will be made up of a simple body percussion rhythm. | | | | | * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. * 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. * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. | | |
| 1. Use and identify some key features of musical structures. | | * Children will work in the same groups as last lesson to further rehearse and refine their raps and body percussion songs. Groups will perform their songs for the rest of the class. Performances will be recorded by the teacher for further appraisal in 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. * Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). | | |
| 1. Comment on my own and other people’s performance using Yr 5 vocabulary learnt | | * Children will watch / listen back to their performances from the previous lesson. Peer and self-assessment opportunities will be available for pupils to critique the performances against the success criteria. Use of musical language during shared feedback will be encouraged. | | | | | * Comment on my own and other people’s performance using Yr 5 vocabulary learnt | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lessons 4 and 5 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | Technology, structure and form | | **2** | Technology, structure and form | | **3** | Technology, structure and form | | **4** | Technology, structure and form | | **6** | Technology, structure and form | | |
| **Dynamics** | * Lesson 5 | | | | | | |
| **Tempo** | * Lessons 2 and 4 | | | | | | |
| **Composition** | * Lessons 2, 3 and 4 | | | | | | |