**Year 5 Music Curriculum – Summer Term**

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| **Theme: 20th Century Music** | | | | | | | | | |
| **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 | **Improvisation** | creating music spontaneously in the moment | | | **PSHE** –  **History –**  **English** –  **Science –** |
| **Atonal** | music not written in any particular key | **Melodies** | notes that are played one after the other to make a tune (a melody) | | |
| **Bent note** | a musical note that varies in pitch | **Motif** | a short musical idea | | |
| **Dissonance** | musical notes that do not ‘agree’ - notes that clash | **Pentatonic scale** | a musical scale of five notes | | |
| **Dynamics** | how loudly or softly to play a piece of music | **Pitch** | how high or low a note is | | |
| **Genre** | a style, or particular type of music | **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music | | |
| **Graphic notation** | using non-standard symbols to represent written music | **Rhythm** | the pattern of sounds played through time, formed by a series of notes | | |
| **Harmonies** | a combination of notes played together that produce a pleasing effect | **Rondo** | a musical structure with a recurring theme | | |
| **Standard notation** | the system of writing down music commonly used in Western music, consisting  of 5 lines (stave) which individual notes are written onto | **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of the  sound in a piece of music | | |
| **Swung rhythms** | rhythms where instead of two notes of equal length, the first note is lengthened and  the second shortened | **Twelve Tone Row** | using all 12 notes of the chromatic scale once each (eg. the 7 while and 5 black  notes on a piano) | | |
| **Syncopation** | rhythms where strong beats become weak and vice versa | **Unison** | all performers playing the same thing together | | |
| **Tempo** | the speed at which a piece of music is played | **# (sharp sign)** | a musical note raised a semitone above natural pitch | | |
| **Prior Learning:**  20th Century Music – Year 4 | | | | | **Future Learning:**  20th Century Music – Year 6 | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. Identify and perform features of Jazz music | | * Children will identify the key features of Jazz. They will listen to examples of improvisation, creating their own rhythmic and melodic improvisations. | | | | | * Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. | | |
| 1. Identify and perform features of Expressionism | | * Children will identify the key features of Expressionism. They will listen to examples of atonality, and create their own 12 tone row. | | | | | * Read and perform pitch notation within an octave (e.g. C–C′/do–do). | | |
| 1. Identify and perform features of Film music | | * Children will identify the key features of Film music. They will explore the effect of music on a film scene, and create their own soundtrack to accompany a short film clip. | | | | | * Use chords to compose music to evoke a specific atmosphere, mood or environment. * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. | | |
| 1. Create a piece of music using features from different genres | | * Children will plan and rehearse their own composition in response to the key features of Jazz, Expressionism and Film music. | | | | | * Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. * Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. * Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). * Use chords to compose music to evoke a specific atmosphere, mood or environment. * Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. | | |
| 1. Create and practise a piece of music using features of different genres. | | * Children will rehearse and perform their compositions to an audience. | | | | | * Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. * Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. * Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). * Use chords to compose music to evoke a specific atmosphere, mood or environment. * 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 | | * Children will watch their performances. They will give and receive feedback about their compositions. | | | | | * Peer-assess and self-assess the compositions using success criteria. * Provide success criteria to focus on during the performance. * Feedback findings in a group setting. | | |
| **Themes and links** | | | | | | | | | |
| **Music themes** | **Where these are covered:** | | | | | | | **Links across the Music curriculum** | |
| **Pitch** | * Lesson 2 | | | | | | | |  |  | | --- | --- | | **EYFS** | Understanding the World | | **1** | 20th Century Music | | **2** | 20th Century Music | | **3** | 20th Century Music | | **4** | 20th Century Music | | **6** | 20th Century Music | | |
| **Dynamics** | * Lessons 4 and 5 | | | | | | |
| **Tempo** | * Lessons 3, 4 and 5 | | | | | | |
| **Composition** | * Lessons 4, 5 and 6 | | | | | | |