**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, consistingof 5 lines (stave) which individual notes are written onto | **Texture** | how the melody, rhythms and harmony are combined, determining the overall quality of thesound in a piece of music |
| **Swung rhythms** | rhythms where instead of two notes of equal length, the first note is lengthened andthe second shortened | **Twelve Tone Row** | using all 12 notes of the chromatic scale once each (eg. the 7 while and 5 blacknotes 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.
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| 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).
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| 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.
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| 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.
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| 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.
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| 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.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** | * Lesson 2
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| **EYFS** | Understanding the World |
| **1** | 20th Century Music |
| **2** | 20th Century Music |
| **3** | 20th Century Music |
| **4** | 20th Century Music |
| **6** | 20th Century Music |

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| **Dynamics** | * Lessons 4 and 5
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| **Tempo** | * Lessons 3, 4 and 5
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| **Composition** | * Lessons 4, 5 and 6
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