

Year 5 Overview – Music

<u>Term</u>	<u>Tasks</u>	<u>Knowledge, Skills and Understanding – taken from National Curriculum and Focus Statements.</u>	<u>Resources</u>	<u>Useful information and links.</u>
<u>Autumn</u> <u>1</u>	<u>History of Music – Music through the decades.</u> - Listen to a range of popular music from 1920 to today. Discuss style, popular artists, common instruments and themes of the times. Discuss likes/dislikes and give reasons for opinions. - Staff match – School staff have given photographs of themselves from when they were younger, along with a song and artist who influenced them at that time. The task is to work in pairs to match the staff member to their song! - Decade disco – Use the hall to provide the children with a disco through the decades. - How has music production changed over time? – Look at records, tapes, CD, digital. Show the iPad app – Garage Band and let the children compose a short piece of music digitally. - Designed a record cover for their favourite song of the day. Ch to research art and features of their particular decade and create a new single/album cover using art features from the time.	<u>LISTEN</u> – Listen with attention to detail and recall sounds with increasing aural memory : Listen carefully and recognise high and low phrases. Repeat a phrase from the music after listening intently. <u>HISTORY OF MUSIC</u> – Develop an understanding of the history of music. <u>APPRECIATE</u> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians : Use musical words to describe a piece of music and compositions. Use musical words to describe what they like and do not like about a piece of music. Identify and describe the different purposes of music. Describe, compare and evaluate music using musical vocabulary. Explain why they think the music is successful or unsuccessful.	- Staff pictures and matching song titles/artists. - Music examples. - Vinyl/tape/CD album and single covers to show as examples. - Pictures of the era – clothing, cars, hair styles etc.	- Music Appreciation file on Shared for links – 1920s onwards. - Shared – SLT – Music Cathy and Steph – VE Day presentation. <u>ADDITIONS FROM NEW MUSIC DOCUMENT (March 2021)</u> <u>Additional examples:</u> 1964 – James Brown – 'I Got You' https://www.youtube.com/watch?v=gczjtj0FQNCw 1966 – The Beatles – 'Yellow Submarine' https://www.youtube.com/watch?v=j_JaDDcyIIU 1974 – ABBA – 'Waterloo' https://www.youtube.com/watch?v=Sj_9CiNkkn4 1976 – Billy Ocean – 'Love Really Hurts Without You' https://www.youtube.com/watch?v=q5uMOOQ6MV0 1978 – Chic – 'Le Freak' https://www.youtube.com/watch?v=aXgSHL7efKg 1983 – The Police – 'Every Breath You Take' https://www.youtube.com/watch?v=OMOGaugKpzs 1993 – Bjork – 'Play Dead' https://www.youtube.com/watch?v=mNoo_rNZQ84 1995 – Oasis – 'Wonderwall' https://www.youtube.com/watch?v=bx1Bh8ZvH84 2000 – Craig David – 'Walking Away' https://www.youtube.com/watch?v=Dbb7xeZGR-U 2014 – Taylor Swift – 'Shake It Off' https://www.youtube.com/watch?v=nfWlot6h_JM 2017 – Rag 'n' Bone Man – 'Human' https://www.youtube.com/watch?v=L3wKzyIN1yk

<u>Autumn</u> <u>2</u>	<u>Roundabout - Music Express.</u> - Lesson 1, all 3 sections. The aim is to perform 'The Human Drum Kit' in a singing round, as well as using the body as the different instrument sounds. - Lesson 2, all 3 sections. The aim is to recognise changing pitch within the song - 'Autumn Leaves', compare to 'The Human Drum Kit' and recognise high/low notes. - Lesson 4, sections 1 and 2. Learn 'Come and sing together' as a round. Recognise and confidently discuss the entry points. Learn and perform. Use keyboards to play 3 note chords alongside singing. - Performance - In small groups, choose one of the 3 songs to sing and perform to the class. Give children enough rehearsal time and encourage evaluation and praise.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory: Listen carefully and recognise high and low phrases and repeat a phrase from the music after listening intently. <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Describe, compare and evaluate music using musical vocabulary and explain why they think music is successful or unsuccessful. <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Sing songs from memory with accurate pitch and maintain own part whilst others are performing their part.	- Music Express book pages 16 - 25 - CD tracks 18 - 22, 27 - 29 - Photocopy page 17, 19, 22 - Video Clip 5 - Keyboard - Percussion instruments	Example - https://prezi.com/q6qdszjawooy/we-are-the-human-drum-kit/ Children performing the Human Drum Kit https://www.youtube.com/watch?v=JFs5LmSYyEA ADDITIONS FROM NEW MUSIC DOCUMENT (March2021) <u>Lesson 2</u> - Using Photocopy page 19, transfer notation onto Music Sheet paper as notes rather than as pictures of keys.
<u>Spring</u> <u>1</u>	<u>Journey into Space - Music Express.</u> - Gustav Holst - The Planets. Aim - To know who he was and become familiar with 'The Planets' suite (Collection of compositions). See Smartboard for information about Holst and The Planets. This could produce a piece of writing for display/folders. - Listen to 'MERCURY' - What instruments can you hear? How would you describe the piece? What do you think is happening? Do you like it? Why? Repeat for 'JUPITER' - and then ask which piece they prefer and why. Children could create a poster to advertise their favourite planet piece. - Lesson1, section 1 and 2 - Clusters. Aim - To identify clusters as a group of notes played together and	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory. <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music: Recognise the work of at least one famous composer. Contrast the work of a famous composer with another and explain preferences. <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Describe, compare and evaluate music using musical vocabulary and explain why they think music is successful or unsuccessful. Identify and describe the different purposes of music. Use musical words to describe a piece of music. Use musical words to describe what they like and don't like about a piece of music. <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Compose music which	- Smartboard information about Gustav Holst. - Keyboards - Music Express book pages 26 and 30 - CD tracks 34, 39 - Video clips 6, 8	Gustav Holst - Mercury https://www.youtube.com/watch?v=RkiiAloL6aE Gustav Holst - Jupiter https://www.youtube.com/watch?v=Nz0b4STz1lo ADDITIONS FROM NEW MUSIC DOCUMENT (March2021) <u>Additional examples of compositions by Holst:</u> 'Mars' https://www.youtube.com/watch?v=cXOanvv4pIU 'St Paul's Suite' https://www.youtube.com/watch?v=pRRtMrnjWsPE <u>Session 3</u> - Clusters. Record on Music Sheet paper the notes used in each cluster.

	sustained. To create a cluster and perform. 4. Lesson 4, section 1 and 3. Aim - To discuss mood and feeling within music. How does the music from the Moon landing clip make you feel?	meets specific criteria. Choose the most appropriate tempo for a piece of music.		
<u>Spring</u> <u>2</u>	<u>Easter Production - songs, movement and accompaniment.</u> - Easter Production - Learn songs, lyrics and movements as a collective, including those that may have solo or small group sections. - Choose a song from the production to create an accompaniment for. Work in small groups to create, compose, rehearse and perform the accompaniment alongside the song. - Think back to Spring 1 - creating mood. Use play script, choose different points in the play that would benefit from a musical accompaniment to set the mood in order to enhance the performance for an audience. Understand that sometimes it is ok not to use a sound effect and that silence can also be a sound effect. Children could use tuned or un-tuned percussion, their own instruments if they play any, ipads - Garage Band. Children to work together in small groups to create, compose, practice and perform.	<u>LISTEN</u> - Listen with attention to detail and recall sounds with increasing aural memory : Explain why silence is often needed in music and explain what effect it has. Repeat a phrase from the music after listening intently. <u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Play clear notes on instruments and use different elements in composition. Sing songs from memory with accurate pitch. Maintain own part whilst others are performing their part. <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Combine different sounds to create a specific mood or feeling. Use notation to record compositions in a small group or individually. Compose music which meets a specific criteria. Choose the most appropriate tempo for a piece of music.	- Production script and CD - Wide range of tuned and un-tuned Percussion instruments - Ipads	- Please take photographs and create a topic page as evidence for Music files. ADDITIONS FROM NEW MUSIC DOCUMENT (March 2021) <u>Session 2</u> - COMPOSITIONS. Record compositions in note form. See Twinkl resources to support with varying note length and their depictions.
<u>Summer</u> <u>1</u>	<u>Music Appreciation - Classical</u> <u>Composer: Elgar and the music of the Victorian Era.</u>	<u>PERFORMING</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression :	- Smartboard notebook - Victorian street scene pics - Victorian Music Hall info and PPT	3.Any Old Iron - stop at 1.02 https://www.youtube.com/watch?v=NqiGOXNWEcg 3.Don't Dilly Dally - Muppets' version! https://www.youtube.com/watch?v=n_IDLjh1UkQ

	1. What have you learnt about life in Victorian times from your text 'Street Child' by Berlie Doherty? What was life like? What jobs did people have? What was life like for Jim Jarvis and his family? Create a class mind map. 2. Look at the picture of a Victorian street. What sounds would you hear? Why? How could we recreate these using untuned percussion? Ch to work in pairs or small groups, take one of the pictures and create a short musical accompaniment. Create, practise and perform in class. 3. Victorian Music Hall - See extra planning. What was a music hall? Why did people go? What was the music like? - happy/uplifting. Lots of these songs have been around for years and so some lyrics might have slightly changed. Show PPT. Listen to Any Old Iron and Don't Dilly Dally. What are they about? Think about Reading Enrichment skills to look at the first verse and chorus. 4. Who was Edward Elgar? Listen to 'Nimrod' - one of Elgar's most famous compositions. Elgar was a famous composer around during the Victorian era. Ch to research the life and career of Elgar and create a poster/fact file about him and their learning of Victorian music from the day.	Maintain own part whilst others are performing their part. • <u>COMPOSE</u> - Improvise and compose music for a range of purposes using inter-related dimensions of music : Compose music which meets a specific criteria. • <u>APPRECIATE</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Describe, compare and evaluate music using musical vocabulary and explain why they think music is successful or unsuccessful. Identify and describe the different purposes of music. • <u>HISTORY OF MUSIC</u> - Develop an understanding of the history of music: Begin to identify the style of work of Elgar.	• Untuned percussion • Ipads for research	1. Victorian style music to play – no need to use the video. https://www.youtube.com/watch?v=wYrxwoGVjiw 4. Edward Elgar - Nimrod https://www.youtube.com/watch?v=NhnMd1Jl7SA ADDITIONS FROM NEW MUSIC DOCUMENT (March 2021) • <u>Additional Elgar examples:</u> 'Pomp and Circumstance' (1901) https://www.youtube.com/watch?v=R2-43p36VTQ 'Cello Concerto in E minor' (1919) https://www.youtube.com/watch?v=INVe_1Eb5dw
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<u>Summer</u> <u>2</u>	<u>Who knows? – Music Express.</u> 1.Lesson 1, sections 1, 2 and 3. Aim – To understand that composers have to keep records of their ideas, trials, changes, improvements and final pieces. It is important to try things before settling on a final riff /chord/sequence etc. Ch need to start their own 'musical diary' page – to add to/change/improve throughout the day. See page 53 as an example and notes on page 52. 2.Lesson 2, sections 1,2 and 3. Aim – To create an accompaniment to 'Rhapsody in Blue' by Gershwin. Use the music diary to try out ideas, mind map and trial different un tuned percussion instruments. By Section 3, some ch may be able to follow notations on tuned glockenspiels or xylophones. 3.Lesson 5, sections 1,2 and 3.(Also goes into Lesson 6 for performance) Aim – To create a piece of music to represent a machine (link to Victorian era) Work in a small group to collect ideas – use a musical diary to collect ideas about instruments, which instruments to use, how they should be played etc. Ch have access to tuned and untuned percussion instruments and if anyone in the class has a peripatetic lesson, they could include their instrument also. Ch work together to play, create, practice, improve, rehearse and perform their machine piece. It is important that groups have the opportunity to evaluate and improve their piece and that they are able to explain what they have	• <u>PERFORMING</u> – Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression : Maintain own part whilst others are performing their part. • <u>COMPOSE</u> – Improvise and compose music for a range of purposes using inter-related dimensions of music : Compose music which meets a specific criteria. • <u>USE AND UNDERSTAND</u> – Use and understand staff and other musical notations: create repeated patterns with different instruments. Improve my work; explaining how it has been improved. Use music diary to record aspects of the composition process.	• Music Express book pages 52 – 61 • CD2 tracks 1 – 5 • Photocopy pages 53, 60 • Tuned and untuned percussion instruments	Rhapsody in Blue – Gershwin (1924) https://www.youtube.com/watch?v=ynEOo28lsbc ADDITIONS FROM NEW MUSIC DOCUMENT (March2021) • <u>Session 1/2/3</u> – Encourage ch to use note notation for their records of compositions and sequences throughout this unit. • <u>Additional Gershwin examples:</u> 'I Got Rhythm' (1930) https://www.youtube.com/watch?v=uPRiM5JvYx8 'Summertime' (1935) https://www.youtube.com/watch?v=92HtJHxosWg
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	changed and how this improved the final piece.			
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