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| Year 5 Unit 3 - How does music make the world a better place? | |
| **Links made with other subjects** | School, Heroes, The solar system, Space, Freedom |
| **The BIG Question** | Year 5 Unit 3 - How does music make the world a better place? |
| **Music objectives**  (link to NC) | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:   * 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. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | Children already know:  **Musicianship: Understanding Music** Using body percussion, instruments and voices In the key centres of: C major, D major, F major, A minor In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation Copy back melodic patterns using the notes CDE, DEF♯GA, DEF♯GABC♯, ABCDEFG♯, FGAB♭CDE  **Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals  **Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing ‘on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor  **Notation** Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation. Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B♭ C D E G A B C D E F♯ A♭ B♭ C D♭ E♭ F G G G♯ A B♭ C D E F G A B C Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the  treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign  **Playing Instruments** Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A♭ major, D minor  **Playing the recorder** Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A♭ major, D minor by ear or from notation  **Creating: Improvising** Explore improvisation within a major scale using the notes C D E♭ F G, C D E F G, C D E G A, F G A B♭ C, D E F G A  **Creating: Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B♭ F G A B♭ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)  **Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:  Pulse/Beat/Metre, Rhythm, Pitch: Melody, Tempo, Dynamics, Timbre, Texture, Structure (Form) |
| **Music strands from MMC** | **Listening** Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals  **Singing** Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing ‘on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for different styles of song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor  **Composing** Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B♭ F G A B♭ C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)**Performing** Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different |
| **Vocabulary/ Glossary** | Semibreves, minims, crotchets and crotchet rests, paired quavers and semi quavers, playing by ear, arrangements, triads, staff notation, tuned percussion, time signatures, ternary, mezzo piano, mezzo forte, pianissimo, fortissimo, dynamics, beat, groove, tuned percussion, drone, improvise |
| **SEND expectations** | * Differentiated lessons * SEND Charanga scheme – Anyone can play. 5 activity sequence |