

Brookside Academy Skills, Knowledge and Vocabulary document

Music Year 5

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

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.

Music Intention Statement

At Brookside Academy, our intention is for children to gain an understanding of Music, through listening, singing, playing and composing. We aim to cultivate a sense of curiosity towards all genres of music from across the world; providing exposure to a variety of artists, styles, eras, cultures and traditions. Children will be encouraged to explore music and develop an appreciation for how music can represent different feelings, emotions and narratives to each individual. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and creativity of all children.

Year 5		
	Skills and Knowledge	Vocabulary
Singing (Sing up)	<ul style="list-style-type: none"> Sing a broad range of songs with a sense of ensemble and performance (<i>inc, observing phrasing, accurate pitching and appropriate style</i>) Sing three-part rounds, partner songs and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities. 	phrasing three-part round partner songs verse
Listening	<ul style="list-style-type: none"> Recorded and live performances (<i>inc. other schools / year groups</i>) Develop an understanding of stories, origins, traditions, history and social context of music. Must cover - Western Classical tradition and film, Popular music, Musical Traditions (<i>Examples in N.C. but could easily be linked in to topics, RE, Geography etc, but still needs to link across the school</i>) <p><i>Planet suite - Holst</i> <i>Green sleeves- Henry VIII</i> <i>Take on Me- Aha! (Norway)</i> <i>Thank you for the music- ABBA (Sweden)</i> <i>Headliners- Glastonbury Festival</i></p>	chorus drone groove dynamics fortissimo forte mezzo forte piano mezzo piano
Composing	<p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment using a wider range of dynamics (<i>inc. fortissimo, forte, mezzo forte, mezzo piano, piano and pianissimo</i>) <p><u>Compose</u></p> <ul style="list-style-type: none"> Compose melodies made from pairs of phrases (<i>C major or A minor</i>). These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece (<i>3 parts - ABA</i>). Use chords to compose music to evoke a specific atmosphere, mood or environment (<i>based on an actual piece of music, silent film, scene in a play or book</i>). Capture and record creative ideas using a variety of; <i>graphic symbols, rhythmic notation and time signatures, staff notation, technology.</i> 	pianissimo ternary C major A minor chords time signatures (2/4, 3/4, 4/4) staff notation triads repertoire arrangements ensemble
Musicianship / Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> Play melodies on tuned percussion and melodic instruments or keyboards, following staff notation written on one stave, using the notes within the Middle C-C range (<i>initially done as whole class with greater independence gained each lesson through small group performances</i>). Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements, combining instruments to form a mixed ensemble (<i>school orchestra</i>). Begin to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. <p><u>Reading Notation</u></p>	orchestra playing by ear semibreves minims crotchets crotchet rests paired quavers semiquavers

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| | <ul style="list-style-type: none">• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.• Begin to understand the difference between 2/4, 3/4, and 4/4 time signatures• Read and perform pitch notation within an octave (C-C).• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. | |
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