



## TERMINOLOGY FOR YEAR 5

*(Please use the Model Music Curriculum Appendix/ musical dictionary to check the meaning of any unfamiliar words)*

Rhythm metre and tempo	<b>Fast (allegro), Slow (adagio), pulse &amp; beat, getting faster (accelerando), Getting slower (rallentando), Bar, metre Simple time, compound time, syncopation</b>
Pitch	<b>High, low, rising, falling, pentatonic scale, major and minor tonality, pitch range do-do, Full diatonic scale in different keys</b>
Structure & response	<b>Call and response, question phrase, answer phrase, echo, ostinato, rounds and partner songs, repetition, contrast Ternary form, verse and chorus form, music with multiple sections</b>
Harmony	<b>Drone, static, moving triads, chord progressions.</b>
Texture	<b>Unison, layered, solo, duet, melody and accompaniment Music in 3 parts, music in 4 parts</b>
Dynamics & Articulation	<b>Loud (forte), Quiet (piano), getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</b>
Instruments & playing techniques	<b>Identify common instruments using aural skills including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)</b>
Vocabulary	<b>Crotchet, quaver, rest, paired quavers, minims, semibreves, semiquavers, time signatures 2/3 3/4 4/4, range of an octave</b>



## AUTUMN 1

**Overall Objective:**

**To compose a 4 chord song using GarageBand. (ICT DARES pack link)**

**Knowledge/skills:**

To understand that lots of pop songs are created using 4 chords.

To compose a simple 4 chord song.

To understand the role technology can play in producing music.

To explore the use of vocals to re-create instrumental parts.

To appreciate, listen and review a range of music.

**How this can be achieved**

Follow the ICT DARES Y5 Four Chord Remix pack. **This can term can be your ICT & Music in one lesson.**

Other elements to include:

Musical Futures Find Your Voice 4-chord Mash Up (This uses vocal experimentation to create riffs for a variety of instruments and puts together a variety of pop songs.) The video leads this, but you could break it up over a few lessons and try to perform it without the video too with a 4th group singing a 4-chord pop song over the top.

**Aims: To appraise music using musical terminology, identify instruments using aural skills and gain an understanding of music over time/artist & composers.**

**Listening Activity - 5 Min Starters - Recap Musical History**

**Lesson 1 - 1587 Renaissance Period,**

<https://www.youtube.com/watch?v=RFgMiGJSqd4>

**Lesson 2 - 1690 Baroque Period,**

<https://www.youtube.com/watch?v=7o6gRHY9wx4>

**Lesson 3 - 1779 Classic Period,**

<https://www.bbc.co.uk/teach/tenpieces/KS2-joseph-bologne-chevalier-de-saint-georges-symphony-no-1-in-g-major-allegro/zrpsv9q>

**Lesson 4 - 1834 Romantic Period,**

<https://www.youtube.com/watch?v=Gy5UHK4EeM8>

**Lesson 5 - 1903 Early 20th Century,**

<https://www.youtube.com/watch?v=hlRgrDJMEiQ>

**Lesson 6 - 1966, Mid-Late 20th Century, The Beatles Yellow Submarine**

[https://www.youtube.com/watch?app=desktop&v=m2uTFF\\_3MaA](https://www.youtube.com/watch?app=desktop&v=m2uTFF_3MaA)

**Assessment (save final piece, musical timeline)**

Children should:

- Understand the 4 chord structure.
- Use garage band efficiently.
- Become more confident with the musical timeline.
- Be able to explain new textures learnt.



## AUTUMN 2

**Overall Objective: To understand the structure of Samba and create a Samba band. Musical Futures - Making Music Section - SimplySamba**

**Knowledge/skills:**

To understand the musical culture of Samba.

To develop a shared understanding how samba music is constructed.

To find and keep the pulse.

To play as an ensemble.

To respond to different signals to start and stop working on re-joining the group.

To follow a simple animated graphic score leading to independently conducting a group.

**How this can be achieved**

Lesson 1 - Introduction to Samba Section.

Lesson 2 - Samba Practise Rhythms Section.

Lesson 3 - Learn Rio Section moving to perform Rio section.

Lesson 4 - Recap/continue with Rio performance. (Can you do it as a class without the video with a conductor?)

Lesson 5 - Learn Carnival section moving to perform Carnival

Lesson 6 -Record, perform & evaluate.

**Listening Activity - 5 Min Starters - Comparing Different Samba Pieces**

**Lesson 1 - Brazil Samba Fanfarra (Cabua-Le-Le)**

<https://www.youtube.com/watch?v=HlV5gUbrY-E>

**Lesson 2 - Brazil Samba Mas Que Nada**

<https://www.youtube.com/watch?v=30lePC8c99g>

**Lesson 3 - BATUCADA BRESILIENCE by CREASHOW**

<https://www.youtube.com/watch?v=Ftum-ejy2B8>

**Lesson 4- AAINJAA PODEROSA - AAINJALA 150 TAMBORES**

<https://www.youtube.com/watch?v=0Pq8vOVbvzs>

**Lesson 5- Raio de Sol**

<https://www.youtube.com/watch?v=z8v21zdpNLS>

(Just watch part of this)

**Lesson 6- Samba Rio do Brasil**

<https://www.youtube.com/watch?v=7Q0TbNP01jc>

**Assessment (record final performance and self evaluation)**

Children should:

- perform confidently in the samba band
- play as part of an ensemble
- be able to self-evaluate performance.
- be confident following a graphic score.
- describe dynamics and articulation



## SPRING 1

### WAKEFIELD MUSIC SERVICES

**Overall Objective: To develop skills on guitars**

#### Knowledge/skills:

To understand the parts of a guitar.

To hold and strum a guitar correctly.

To recap and continue to develop chords learnt at the end of year 4.

### Assessment (records final performance)

Children should:

- move confidently between chords.
- hold and strum a guitar correctly



## SPRING 2

### WAKEFIELD MUSIC SERVICES

**Overall Objective: To develop skills on guitars and recap ukulele skills**

**Knowledge/skills:**

To understand the parts of a guitar.

To hold and strum a guitar correctly.

To learn chords Am, F, G and Em ready for summer 1 term.

To recap C, G, F and Am on ukulele.

To learn Em on ukulele

### Assessment (records final performance)

Children should:

- move confidently between chords on guitar and ukulele.
- hold and strum a guitar correctly



## SUMMER 1

**Overall Objective: To use all skills to perform Dance Monkey by Tones & I**

**Knowledge/skills:**

To use taught knowledge to perform a song.

To play chords Am, F, G and Em on keyboards.

To change chords with increasing accuracy.

To appreciate, listen and review a range of music.

**How this can be achieved**

Lesson 1 - Listen, evaluate and learn to sing Dance Monkey by Tones & I.

Lesson 2 - Recap chair drumming rhythms and perform Dance Monkey. (Slow it down, or perform in groups if difficult.)

Lesson 3 - Compose some Body percussion to Dance Monkey.

Lesson 4 - Recap chords Am, F, G and Em on keyboard for Dance Monkey play along.

Lesson 5 - Perfect your class band performance of Dance Monkey

Lesson 6 - Record, perform and evaluate.

**Listening Activity - 5 Min Starters - 21st Century Comparisons**

**Lesson 1 - 2019, Dance Monkey by Tones & I**

<https://www.youtube.com/watch?v=gADgM8gskZQ>

**Lesson 2 - 2014, Taylor Swift's Shake it Off**

[https://www.youtube.com/watch?v=nfWlot6h\\_JM](https://www.youtube.com/watch?v=nfWlot6h_JM)

**Lesson 3 - 2012, Lindsey Sterling's Shadows -**

<https://www.youtube.com/watch?v=JGCsyshUU-A>

**Lesson 4 - 2009, Concerto for Turntables & Orchestra**

<https://www.bbc.co.uk/teach/ten-pieces/gabriel-prokofiev-concerto-forturntables-and-orchestra-5th-movement/zvqjrj6>

**Lesson 5 - 2014, Snarky Puppy's Lingus**

[https://www.youtube.com/watch?v=L\\_XJ\\_s5lsQc](https://www.youtube.com/watch?v=L_XJ_s5lsQc)

**Lesson 6- 2017, Loyle Carner's Florence**

[https://www.youtube.com/watch?app=desktop&v=7HiB-hNt\\_mw](https://www.youtube.com/watch?app=desktop&v=7HiB-hNt_mw)

**Assessment**

Children should:

- perform with confidence.
- move between chords with ease.
- compose body percussion that is in time and fits in a 4/4 bar.
- be able to explain dynamics and structure



## SUMMER 2

### **Overall Objective: To complete Just Play Section 1**

Divide the class into 3 groups of ukulele, guitar & keyboard. Children to move around and swap on each instrument. Ignore the bass.

#### **Knowledge/skills:**

To understand and follow TAB.

To follow notation rhythms with increasing accuracy.

To maintain a steady tempo whilst playing two chords.

To play different rhythms as part of a performance

To follow performance directions.

### **How this can be achieved**

Lesson 1 - To play Em chord on each instrument in a carousel playing the different notation rhythms.

Lesson 2 - To play G chord on each instrument in a carousel playing the different notation rhythms.

Lesson 3 - To chord jam between Em and G on all instruments. Compose some different patterns as a class using notation.

Lesson 4 - To play along to SongBird by Oasis.

Lesson 5 - Record, perform & evaluate

### **Listening Activity - 5 Min Starters - Influential Band & Artists Comparisons**

#### **Lesson 1 - 1961, The Beatles Twist & Shout**

<https://www.youtube.com/watch?v=2RicaUqdgHg>

#### **Lesson 2 - 1963, James Brown's I Feel Good,**

[https://www.youtube.com/watch?v=U5Tqldff\\_DQ](https://www.youtube.com/watch?v=U5Tqldff_DQ)

#### **Lesson 3 - 1967, The Beatles I Get By With A Little Help From My Friends -**

<https://www.youtube.com/watch?v=0C58ttB2-Qg>

#### **Lesson 4 - 1975, Queen's Bohemian Rhapsody,**

<https://www.youtube.com/watch?v=fJ9rUzIMcZQ>

#### **Lesson 5 - 1983, The Police's Every Breath You Take**

<https://www.youtube.com/watch?v=OMOGaugKpzs>

#### **Lesson 6- 1995, Oasis's Wonderwall**

<https://www.youtube.com/watch?v=OMOGaugKpzs>

### **Assessment (record final performance and composition grid)**

Children should:

- perform with confidence.
- compose using correct notation.
- self evaluate performance.