

Subject: Music

Year group: 5

Term: Summer

Unit name: Reflect, Rewind and Replay
(Charanga)

Hope

I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future.
Jeremiah 29:11

Big Ideas:

Step 1 – To consolidate learning on 'pulse', 'rhythm', 'pitch', 'duration', 'staves and clefs' and 'time signatures' and perform the unit songs in the styles of music learnt using voices and glockenspiels.
Step 2 – To consolidate learning on 'tempo', 'dynamics' and 'duration (semibreve and semibreve rest)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.
Step 3 – To consolidate learning on 'timbre', 'texture', 'staves and clefs (treble clef and bass clef)' and 'duration (quavers and quaver rest)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.
Step 4 – To consolidate learning on 'time signatures' and 'expression (dynamics)' and perform the unit songs in the styles of music learnt using voices and glockenspiels and improvisation.
Step 5 – To consolidate learning on 'expression (p and f)' and perform the unit songs in the styles of music learnt using voices and glockenspiels.
Step 6 – To confidently perform the unit songs in the styles of music learnt using voices and glockenspiels.

Knowledge/Skills: Being friends.

Listening:

Identify the piece's structure.
Identify the instruments/voices.
Find the pulse while listening.

Musical activities:

Rhythm and pitch copy back games.
Question and answer games.
Sing in unison.
Play instrumental parts accurately and in time as part of the performance.
Improvise in the lessons and as part of the performance.
Compose a melody using simple rhythms and use as part of the performance.

Perform and Share:

Prepare a performance of songs and activities from the year.
Reflect on what you like best about your performance, how you feel about it and how you felt during the performance.



Prior Learning:

Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.
Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
Find the pulse whilst listening.
Sing in two parts.
Play instrumental parts accurately and in time as part of the performance using the notes G by ear and from notation, G + A by ear and from notation, or F, G, A + D by ear and from notation.
Improvise as part of the performance using the note D, D + E or D, E + F.
Compose a melody using simple rhythms and use as part of the performance using the notes C, D + E or C, D, E, F + G.
Contribute to the performance by singing, playing an instrumental part, improvising or performing your composition.

Unit songs:

Music from Compline –
Traditional – Early Music
Dido and Aeneas: Overture by Henry Purcell – Baroque
Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven – Classical
Minute Waltz in D-flat by Chopin – Romantic
Central Park in the Dark by Charles Edward Ives – 20th Century
Clapping Music by Steve Reich – Contemporary

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.