



Curriculum

Year 5 Scheme of Work

Term: Autumn 2

Topic: Music- Vocal skills and performance

Key Skills and Knowledge:

Singing

- Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and phrasing and communicating an awareness of style.
- Sing **three-part rounds**, partner songs, and songs with different structures and begin to **show an awareness of how the parts fit together**.
- **Confidently and appropriately** make use of dynamics, tempo and articulation when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando, rallentando, staccato, legato)

Listening

- Listen with attention to detail and recall sounds with **increasing aural memory**.
- Appreciate and understand a **wide range** of live and recorded music drawn from different traditions and historical periods and from great composers and musicians.

Musicianship

- **Conform to the etiquette of performance situations as a musician and as an audience member.**
- Play and perform **in solo and ensemble contexts**, playing and singing with **increasing accuracy, fluency, control and expression**.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Chn could write about a piece of music in the morning when they come into class.
They could answer inference questions about a composer in Guided reading.
Make a programme for our production.
When introducing new songs to chn. Break down the song into lines and remind chn about good diction. Ends of sounds e.g. 'd' and 't'.
Ask them to open their mouths when singing and use a 'North to South' mouth rather than an 'East to West' mouth (like a cheesy grin).

Show chn example of boring singing and expressive singing and compare.
Listen and appraise popular singers and talk about what makes their performance good.
Record their performance then appraise as a class.
Put key musical words e.g. Tempo, dynamics, pitch in a pot and pick out. Chn must say what they noticed about that element of music when they listened to it. eg the tempo got faster as the music went on. The music got louder/quieter.

Links to PSHCE, Equality and British Values Work

Choose a wide range of performers to listen to/watch from various countries including Britain.
Emotions- how can they show emotions in performance or hear emotion in a piece of music.
Sign language- links to disability.

Listening opportunities

Listen to a range of performances from other children or our children last year.

Key Vocabulary:

Pitch- high/low/rising/falling
Dynamics- Loud (*forte*) quiet (*piano*)
Tempo- Downbeats, fast (*allegro*)slow (*adagio*) pulse, beat
Call and response, question phrase, answer phrase
Echo, ostinato
Texture- unison, layered, solo
perform, expression, emotion, diction.

Resources Available / Visits/Visitors

Charanga
CDs in music cupboard.
YouTube
Christmas show.
iPad to record.

Useful Websites:

Youtube.com
<https://charanga.com/site/>

Previous knowledge:
Canons rounds and partner songs.
Control of dynamics, tempo and following a conductor.