



Curriculum

Year 5 Scheme of Work

Term: Spring 2 Topic: Music- Villa Lobos The Little Train of Caipira (Brazil)

Key Skills and Knowledge:

<p><u>Singing</u></p> <ul style="list-style-type: none"> 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) <p><u>Listening</u></p> <ul style="list-style-type: none"> 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. Recognise and name a growing number of individual instruments within instrumental families. Describe, compare and evaluate different pieces of music using appropriate musical vocabulary. 	<p><u>Composing</u></p> <ul style="list-style-type: none"> Improvise freely, responding to the beat, developing a sense of shape and character (voice, body perc and inst) Compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. Make improvements to my own work, giving reasons using appropriate musical vocabulary. Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology. Combine short compositions to create a class piece, exploring different structures <p><u>Musicianship</u></p> <ul style="list-style-type: none"> 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. Play melodies and/or a bassline on tuned percussion or melodic instruments, following staff notation with developing control. Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece, keeping a strong sense of pulse. Begin to understand the differences between semibreves, minims, crotchets and crotchet rests, quavers and semiquavers.
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Reading and Writing Opportunities (Long and Short Activities) Creative Ideas and Hooks

Listen to music, watch the film, create art work and movement in response to the music In circle or around room pass on train effects. Eg chugga chugga, all aboard, train whistle.	Slow down and speed up the tempo of the ostinato. Discuss key words- accelerando (speed up) and ritenuto (slow down). Use music tech eg. 2beat on PM or percussion writer on charanga to help keep steady pulse if necessary. Chn make own version of The Little train with a structure- see plans.
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Links to PSHCE, Equality and British Values Work Listening opportunities

Composers from other cultures- Villa-Lobos Brazilian composer.	KS2: Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira (finale) - BBC Teach Listen to different Brazilian music-listen out for syncopated rhythms (offbeat)
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Key Vocabulary: Resources Available / Visits/Visitors Useful Websites:

Accelerando Crescendo Motif Off-beat Ostinato Pitched and untuned percussion Programme music Tempo	Youtube BBC ten pieces teach Lesson plans Tuned and untuned percussion Paper and art materials	Youtube.com BBC 10 pieces teach
		Previous knowledge: Tempo, loud (forte) and soft (piano) Speed up and slow down. Kow that music can represent emotions or a feeling.

