



Curriculum

Year 5 Scheme of Work

Term: Summer 1

Topic: Music- Electronic music + vocal skills

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 from great composers and musicians.

Compare different pieces of music using appropriate musical vocabulary.

Recognise and name a growing number of individual instruments within instrumental families.

Describe, compare and evaluate different pieces of music using appropriate musical vocabulary.

Begin to relate music across time to other factors e.g. world events and develop idea of a musical timeline

Composing

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.

Capture and record creative ideas in different ways e.g.: graphic symbols, rhythm notation, staff notation and music technology.

Make improvements to my own work, giving reasons using appropriate musical vocabulary.

Musicianship

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

Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.

Conform to the etiquette of performance situations as a musician and as an audience member.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Comprehension about Composer or style of music in GR.

Learn some simple rounds [Four-part round using](#)

['Dynamite' - YouTube](#)

[Row, Row, Row Your Boat - YouTube](#)

[Hey Ho, Nobody Home ~Musical Round~ - YouTube](#)

Introduce chn to busy beats- PM or chrome lab. Start off with a pre-existing sample eg dance beats. Chn to manipulate the effects and decide which they like.

Ch can record their own voice sample and put effects on it, add drum beats, synthesizer, sound effects.

Share compositions with other class/parents, put on website.

Links to PSHCE, Equality and British Values Work

Team work.

Relationships- working as a team and getting on/problem solving.

Listening opportunities

[Four-part round using 'Dynamite' - YouTube](#)

Listen to The robots by Kraftwerk on Charanga- discuss how he sounds have been distorted- how has the voice been changed?

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
<p>Pitch- high/low/rising/falling</p> <p>Dynamics- Loud (<i>forte</i>) quiet (<i>piano</i>)</p> <p>Getting louder (<i>crescendo</i>) getting softer (decreasing/diminuendo, smooth (<i>legato</i>), detached (<i>staccato</i>)</p> <p>Faster and slower -<i>Accelerando and rallentando</i></p> <p>Tempo- Downbeats, fast (<i>allegro</i>)slow (<i>adagio</i>), getting faster (<i>accelerando</i>)getting slower (<i>rallentando</i>)</p> <p>Echo, ostinato, rounds, partner songs, repetition, form- ternary form, vs and chorus.</p> <p>Texture- unison, layered, solo, duet, melody, accompaniment</p> <p>perform, expression, emotion, diction.</p>	<p>Youtube</p> <p>PM- busy beats</p> <p>Charanga Listening centre.</p>	<p>Youtube</p> <hr/> <p>Previous knowledge:</p> <p>Chn will have used boomwhackers previously and understand how they work.</p> <p>Awareness that two notes can harmonise from part singing.</p>