



# Shadsworth Junior School



## Curriculum

### Year 5 Scheme of Work

Term: Summer 2

Topic: Music- Chords fanfares

#### Key Skills and Knowledge:

##### Listening

- Appreciate and understand a wide range of live and recorded music drawn from different traditions and historical periods 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.
- 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.

##### Singing

In weekly singing assembly

##### 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 melodies and/or bassline on tuned percussion or melodic instruments, following staff notation with developing control.
- Understand how chords are formed and collaboratively play them on tuned perc, melodic instruments or using music software to accompany familiar songs.
- Develop the skill of playing by ear on tuned insts copying longer phrases and familiar melodies.
- Understand the differences between 2/4 3/4 or 4/4 time signatures.

#### Reading and Writing Opportunities (Long and Short Activities)

##### Creative Ideas and Hooks

Watch diff examples of fanfares. Think about when we would use them/need them IRL.

Discuss which instruments usually play fanfares.

Introduce chords- use diff instruments to produce chords- can do with boomwhackers/keyboards/glocks..

Compose own fanfares using songmaker on chrome lab.

See ppt re music tech CPD.

Know the features of a fanfare- chords, dotted rhythms, repeated patterns.

Play with major and minor keys- what effect does this have on the mood of the piece?

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

##### Links to PSHCE, Equality and British Values Work

##### Listening opportunities

Team work.

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

Celebrating diversity and achievements

<https://www.youtube.com/watch?v=fP5UM4elles>- Harry Potter quidditch match

<https://www.youtube.com/watch?v=EQvQM7qi9sk>- Intro to fanfares

##### Key Vocabulary:

##### Resources Available / Visits/Visitors

##### Useful Websites:

Chords  
Triads- 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> note  
Dotted rhythms Repeated patterns  
Tempo- Downbeats, Echo, ostinato,  
Texture- unison, layered, solo, duet,  
melody, accompaniment

Youtube  
Chrome music lab- busy beats/ song maker

Youtube  
[charanaga](#)

##### Previous knowledge:

Chn will have used music technology previously to record ideas and capture music.