

# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 5

Term: Autumn 1 & 2



Unit: Sea shanties / Folk Music



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>sea shanty</b> - a type of collective folk song, typically performed on ships by fishermen, merchant sailors or whalers.</p> <p><b>folk music</b> - music that originates in traditional popular culture or that is written in such a style. Folk music is typically of unknown authorship and is transmitted orally from generation to generation.</p> <p><b>beat</b> - the basic unit of time, the pulse</p> <p><b>pulse</b> - a steady beat</p> <p><b>structure</b> - how the sections (verses and choruses etc) of a song are ordered to make the</p>	<p>Sea shanties were a type of folk song</p> <p>Folk music is often music that has not been written down but passed on through performing</p> <p>The pulse is very strong as they often used the pulse as part of their jobs on the boat</p> <p>A pulse is important to keep the music together</p> <p>Music is structured using verses and choruses</p> <p>Rounds are a simple song where one group starts and other groups</p>	<p>How the structural elements are put together differently in different songs</p> <p>as a listener, we might prefer some music more than others</p> <p>the pulse needs to stay steady for music to stay together</p>	<p><b>Listening</b></p> <p>Be able to hear the beat / pulse and be able to clap it.</p> <p>be able to recognise how rhythms have been put together</p> <p>listen to examples of folk music and sea shanties. Compare the similarities and differences</p> <p>Listen to traditional style folk music and more modern versions of it.</p> <p><b>Singing</b></p> <p>sing sea shanties / folk songs as a whole class and in as a round</p>

<p>whole piece.</p> <p><b>rounds</b> - a song which can be sung by two or more groups of people. One group starts off and the next group start to sing the same song a bit later.</p> <p><b>lyrics</b> - the words of a song</p> <p><b>rhythm</b> - music's pattern in time made from long and short sounds.</p> <p><b>tempo</b> - the speed at which a piece of music should be played</p>	<p>come in at different intervals of the song.</p> <p>Lyrics can be altered to songs while the tune remains the same</p>		<p>ensure that the pulse is steady when singing in a round to keep the music together</p> <p><b>Composing</b> Compose own rhythmic phrases and how to combine these with others.</p> <p><b>Musicianship</b> Copy a range of rhythmic phrases</p> <p>Learn to play Drunken Sailor and Scarborough Fair on the glockenspiel and perform as a class.</p> <p>Perform as part of a group and as an individual</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 5

Term: Spring 1



Unit: Vaughan Williams



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Ralph Vaughan Williams</b> (1872 - 1958)</p> <p><b>Ternary form</b> - a symmetrical structure in music most often represented by the letters ABA. The A represents a musical idea or ideas, the B represents new, contrasting material, and the final A represents a return to the familiar music heard in the opening of the piece.</p> <p><b>Coda</b> - another word for ending</p> <p><b>Tuned percussion</b> - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc</p>	<p>Ralph Vaughan Williams composed during the early / mid 20th century</p> <p>A melodic phrase is a musical idea that makes use of pitch and rhythm</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>Structures are used within compositions</p>	<p>That some musical phrases may sound more pleasing than others</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p> <p>folk music has inspired composers to create their own compositions</p>	<p><b>Listening</b></p> <p>Listen to a piece of music showing attention to detail</p> <p>reflect upon music listened to and discuss what instruments can be heard</p> <p><b>Singing</b></p> <p>Sing the lark's melody, adding words to the tune</p> <p><b>Composing</b></p> <p>Improvise and compose a shimmer and a tune</p> <p>choose appropriate instruments</p>

<p><b>Tune</b> - another word for a melody. A linear line of notes that makes a satisfying musical shape</p> <p><b>Untuned percussion</b> - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc</p> <p><b>structure</b> - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p>			<p><b>Musicianship</b></p> <p>Perform as part of a group and individually</p> <p>Follow a conductor</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 5

Term: Spring 2



Unit: Livin' on a prayer



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>chorus</b> - a repeated section in a song which gives the main message</p> <p><b>verse</b> -a section in a song which has the same tune but different words</p> <p><b>coda</b> -short section which brings the song or piece to an end.</p> <p><b>introduction</b> -music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.</p>	<p>Bon Jovi were a rock band during the 1980/1990's</p> <p>Songs are made from a structure including verses and chorus, often with an introduction</p> <p>Improvising is making something up which is not written down or can be repeated</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>How the structural elements are put together differently in different songs</p> <p>How to improvise by trying out different musical ideas</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p><b>Listening</b></p> <p>listen to the structure of the songs and be able to say which section is which</p> <p>listen out for different instruments which are playing and be able to identify them</p> <p><b>Singing</b></p> <p>sing the song all together as a class and in groups</p> <p><b>Composing</b></p> <p>improvise using up to 5 notes</p> <p>compose using up to 5 notes</p>

<p><b>melody</b> - tune</p> <p><b>ostinato</b> - a repeated pattern</p> <p><b>phrase</b> - a musical sentence</p> <p><b>pulse</b> - a steady beat</p> <p><b>structure</b> - how the sections (verses and choruses etc) of a song are ordered to make the whole piece.</p> <p><b>improvise</b> - create and perform spontaneously or without preparation</p> <p><b>compose</b> - to create music and record it in written form</p>			<p>show evidence of recording compositions on stave notation or Charanga</p> <p><b>Musicianship</b></p> <p>perform pre-written parts using glockenspiels</p> <p>perform own improvisations and compositions within the song</p> <p>perform as part of a whole class and in smaller groups</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 5

Term: Summer 1



Unit: Glockenspiels (2)



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Staff</b> -five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch</p> <p><b>Notation</b> - a series of written symbols used to represent musical elements</p> <p><b>Crotchet</b> - a musical note with the value of 1 beat</p> <p><b>Minim</b> - a musical note with the value of 2 beats</p> <p><b>quaver</b> - a musical note with the value of a half beat</p> <p><b>semibreve</b> - a musical note with the value of 4 beats</p>	<p>Musical notation uses dot notation on a staff made using quavers, crotchets, minims and semibreves.</p> <p>The lines and spaces on a treble staff all have different notes assigned to them</p> <p>The time signature shows you how many beats are in the bar</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p>	<p>how to make a ringing tone on the glockenspiel by holding the beater loosely.</p> <p>as the pitch goes up and down, the notes on the glockenspiel will do the same</p> <p>By listening to your composition and playing it back, you can change your ideas and improve them.</p>	<p><b>Listening</b></p> <p>Be able to hear different note values and count the beats</p> <p>Listen to where the pitch of the note changes in the melodies</p> <p><b>Singing</b></p> <p>Be able to sing back pitched notation before trying to play them</p> <p><b>Compose</b></p> <p>compose a short piece using 3 different notes</p> <p><b>Musicianship</b></p>

<p><b>time signature</b> - indicates how many counts are in each measure and which type of note will receive one count</p> <p><b>pitch</b>- the property of a sound (musical tone)</p> <p><b>rhythm</b> - music's pattern in time made from long and short sounds.</p> <p><b>Compose</b> - write or create a piece of music</p>			<p>Be able to read musical notation and play a range of written music on the glockenspiel</p> <p>Perform as part of a group and as an individual</p> <p>be able to conduct to the music in beats of 2, 3 and 4</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: Music

Year: 5

Term: Summer 2



Unit: Chords



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>chords</b> - when two or more single pitches are heard simultaneously.</p> <p><b>triad</b> - chord of 3 notes with a space in between each note</p> <p><b>Harmony</b> - the sound created when two or more sounds of different pitches are played at the same time.</p> <p><b>major</b> - happy sounding</p> <p><b>minor</b> - sad sounding</p> <p><b>Compose</b> - write or create a piece of music</p>	<p>Chords are usually made up of 2 or more notes. These can sound happy (major) or sad (minor).</p> <p>The root of the chord (bottom note) is normally shown above staff notation at the start of each bar.</p> <p>A triad is a chord made from 3 notes, each with a space in between e.g. C, E, G</p> <p>Musical notation uses dot notation on a staff made using quavers, crotchets, minims and semibreves.</p> <p>The lines and spaces on a treble stave all have different notes assigned to them</p>	<p>how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>how to perform simple, chordal accompaniments.</p> <p>how to create a melody using varied staff notation and using the time signature</p>	<p><b>Listening</b></p> <p>Be able to hear different note values and count the beats</p> <p>Listen to where the pitch of the note changes in the melodies</p> <p>spot whether a chord is major or minor from the sound it makes</p> <p><b>Singing</b></p> <p>Be able to sing back pitched notation before trying to play them</p> <p><b>Compose</b></p> <p>compose a short piece using 5 different notes</p>

<p><b>Staff</b> -five parallel lines on any one or between any adjacent two of which a note is written to indicate its pitch</p> <p><b>Notation</b> - a series of written symbols used to represent musical elements</p> <p><b>Crotchet</b> - a musical note with the value of 1 beat</p> <p><b>Minim</b> - a musical note with the value of 2 beats</p> <p><b>quaver</b> - a musical note with the value of a half beat</p> <p><b>semibreve</b> - a musical note with the value of 4 beats</p> <p><b>time signature</b> - indicates how many counts are in each measure and which type of note will receive one count</p> <p><b>pitch</b>- the property of a sound (musical tone)</p> <p><b>rhythm</b> - music's pattern in time made from long and short sounds.</p>	<p>The time signature shows you how many beats are in the bar</p> <p>Composing is when you write down the pitch, rhythm or symbol for an idea and can return to play it over and over.</p> <p>you can use different fingers to play the notes</p> <p>chords can be added, usually at the start of each bar</p>		<p>write compositions using staff notation using the correct time signature / rhythms.</p> <p><b>Musicianship</b></p> <p>play chords to go with a melody (played by an adult)</p> <p>Be able to read musical notation and play a range of written music on the keyboard or other pitched percussion</p> <p>Perform as part of a group and as an individual</p> <p>be able to conduct to the music in beats of 2, 3 and 4</p> <p>add chords to the performances (either 1, 2 note or 3 note chords)</p>
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