

Emmaville Primary School Music Year 5

M u s i c	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Linked with Solar System (Science)</p> <p>Holst Planets Mars: (10 Pieces)</p> <p>See Model Music Curriculum p31 for more guidance re-performance.</p> <p>Beginner music scores available on BBC website.</p> <p>Oak Academy Year 5 Lesson Plans https://www.thenationalacademy/teachers/programmes/music-primary-ks2-/units/timbre-ccef/lessons/to-structure-a-piece-of-music-6nh30d</p>	<p>Vocabulary Assess and Review.</p> <p>Look at the vocabulary that the children should be familiar with (in black on page 4 of this document). Review any areas that the children are less confident with.</p> <p>Useful resources: Oak National Academy</p> <p>Model Music Curriculum</p> <p>Model Music Curriculum Appendix 1: Glossary.</p>	<p>Singing Focus</p> <p>See <i>Model Music Curriculum</i> p28 for age appropriate songs to use throughout the year.</p>	<p>Linked with Animals (Science)</p> <p>Saint-Saëns's 1886 suite Carnival of the Animals Introduction and Royal March of the Lion (1) The Aviary (10) (Romantic Era)</p> <p><u>Listening focus:</u> Instruments. Musical elements and effect created.</p>	<p>Linked with Ancient China (History)</p> <p>Composing with Pentatonic Scales. QCA Unit 12 Dragon Scales *Writing a class song and musical accompaniment. * *Recording (written) some music using formal written notation* (as a class)</p> <p>See <i>Model Music Curriculum</i> p30 and p31 for more guidance re-composition and performance.</p> <p>Genre of the Week: English Folk <i>Model Music Curriculum</i> p84 and p85 Appendix 3 Year 5 Case Study. Vaughan Williams: English Folk Song Suite</p>	<p>History of Western Classical Music: focus on Romantic Era <i>Mussorgsky: Night on a Bare Mountain</i> <i>Tchaikovsky: 1812 Overture</i></p> <p>20th Century Symphonic Variations on an African Air - Cloeridge-Taylor For the Beauty of the Earth- Rutter</p> <p>21st Century Night Ferry- Anna Clyne</p> <p>See <i>Model Music Curriculum Appendix 2- Chronology Repertoire in Context</i> for more suggested pieces.</p>
	<p>Genre of the Week Whole School Songs Gateshead Music Service Visits</p>	<p>Genre of the Week Whole School Songs</p>	<p>Genre of the Week Whole School Songs</p>	<p>Genre of the Week Whole School Songs Gateshead Music Service Visits</p>	<p>Genre of the Week Whole School Songs</p>	<p>Genre of the Week Whole School Songs</p>

Milestone 3 (Year 5)			
Perform This concept involves understanding that music is created to be performed.	Compose This concept involves appreciating that music is created through a process which has a number of techniques.	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Describe music This concept involves appreciating the features and effectiveness of musical elements.
<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning
<p>Singing for The Ryton Music Festival.</p> <p>Performance of compositions or when recording parts for a composition.</p>	<p>Autumn 1</p> <p>Summer 1</p>	<p>Autumn 1</p> <p>Summer 1</p>	<p>Autumn 1</p> <p>Summer 2</p>

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National Curriculum Requirements	play and perform in solo contexts	play and perform in ensemble contexts	using their voices with increasing accuracy, fluency, control and expression	playing musical instruments with increasing accuracy, fluency, control and expression	improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure.)	listen with attention to detail	recall sounds with increasing aural memory	use and understand staff and other musical notations	appreciate and understand a wide range of high-quality live music drawn from different traditions and from great composers and musicians	appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music.
Progression at Emmaville.	(Perform to a large audience)	(Perform within a small group)	(Sing in up to 3 parts)	(Play in up to 3 parts) (Use Steel Pans, Penny Whistles learned in Year 3, xylophones, percussion) (Children encouraged to bring in instruments from home for class use/ play piano in assembly)	(Compose for up to three instruments. Two should be tuned instruments, with music written using standard musical notation)	(writing detailed notes on what can be heard, using relevant vocabulary)	(Children should be able to work out known tunes on a tuned instrument - play 'by ear')	(Children should be able to read and write simple staff notations to be played on a tuned instrument)	(Children should be given the opportunity to hear live music from visiting musicians, bands and music teachers. They may attend a concert or competition outside of school.)		
Access in Year 5.			Whole School Songs.	Autumn 1	Autumn 1	Genre of the Week. Subject-linked Music Sessions.		Autumn 1	Gateshead Music Service Visits.	Genre of the Week. Subject-linked Music Sessions.	Genre of the Week. Subject-linked Music Sessions.

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Coverage/Focus			Genre of Focus Units	Vocabulary New				
Strings	All year		Romantic and Classical	Genre	metre rhythm duration long short pulse beat Voice groove pitch high low rising falling major and minor tonality Pentatonic	articulation legato (smooth) staccato (detached) pizzicato tremolo pause melody tune structure Form Ternary form verse and chorus form music with multiple sections	do, re,mi,fa,so,la, ti, do cuckoo interval (so-mi) graphic symbols Graphic Score dot notation stick notation beat groupings Score stave staff notation note value quavers crochet paired quaver semi-quaver crochet rests minim semibreve	process, eg composing using a given melodic pattern (pentatonic scale) context, eg use of pentatonic scale in different times and places Lyrics intonation diction diaphragm posture improvise play by ear triad arrangement
Woodwind	All year			tuned instruments names of instruments within the instrument families. Voice Strings Woodwind Brass Percussion Body Percussion Classroom Percussion Names of tuned and untuned percussion instruments. Pitched percussion Unpitched percussion	tempo fast (allegro) slow (adagio) accelerando rallentando timbre	Coda repeat bar Movement harmony static harmony moving harmony drone	time signature 2,3 and 4 time simple time compound time	
Brass	All year			Romantic Era Modern Era Classical Period 20 th Century 21 st Century Contemporary	expression dynamics loud (forte) quiet (piano) Crescendo Decrescendo diminuendo pp=pianissimo p=piano mp=mezzo piano mf=mezzo forte f=forte ff=fortissimo	chants round partner song call and response question and answer question phrase answer phrase echo motif sequences repetition cyclic patterns contrast ostinato and ostinati melodic phrase melodic ostinato,	key signature different keys clef treble clef bar sharp flat natural down beats	
Percussion	All year			Sonata Symphony texture unison layered solo duet melody and accompaniment trio quartet				
Voice	All year							
Composition	All year							