



Westhead Lathom St James' CE Primary School
Year 5 and 6 Music

Questions to Develop Children's Spirituality in Music:	Awareness of the power of music to the listener lose yourself in a piece of music – where did you go to? Does music change the way you feel? Do you think music can change the world? How? What difference would it make if everyone liked the same music? Can you say God communicated with us through music?
Development of the child:	Questioning, emotion, self-awareness, consideration, appreciation and empathy.



<p>Themes: Listen and Appraise Singing Playing Improvisation Composition Performance</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • know and perform from memory a range of songs • know and identify musical elements in songs e.g. texture, dynamics, tempo, rhythm and pitch • name instruments heard in songs • know and be able to talk about how musical elements work together • sing alone and as part of a group • improvise using up to three notes • compose using up to five different notes making musical decisions about pulse, rhythm, pitch, dynamics and tempo • perform for a range of audiences and evaluate performances 	
<p>National Curriculum</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and 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 • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • know five songs from memory, who sang or wrote them, when they were written and why? • know the style of the songs and to name other songs from the Units in those styles • talk about: <ul style="list-style-type: none"> ➢ The style indicators of the songs (musical characteristics that give the songs their style) ➢ The lyrics: what the songs are about ➢ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ➢ Identify the structure of the songs (intro, verse, chorus etc.) ➢ Name some of the instruments used in the songs ➢ The historical context of the songs. What else was going on at this time, musically and historically? ➢ Know and talk about that fact that we each have a musical identity • know how to identify the pulse and move to the pulse with ease • think about the message of songs • know how to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences • listen carefully and respectfully to other people's thoughts about the music • use musical words when talking about the songs. • talk about the musical dimensions working together in the unit songs • talk about the music and how it makes you feel, using musical language to describe the music • Know and be able to talk about: <ul style="list-style-type: none"> ➢ How pulse, rhythm, pitch, tempo, dynamics, texture and structure 	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p> <p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/</p>



- work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to
- know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse
- know about the style of the songs so you can represent the feeling and context to your audience
- talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or
 - rapping
 - know what the song is about and the meaning of the lyrics
 - know and explain the importance of warming up your voice
- sing in unison and to sing backing vocals
- demonstrate a good singing posture
- follow a leader when singing
- experience rapping and solo singing
- listen to each other and be aware of how you fit into the group
- sing with awareness of being 'in tune'
- know and be able to talk about:
 - Different ways of writing music down – e.g. staff notation, symbols
 - The notes C, D, E, F, G, A, B + C on the treble stave
 - the instruments they might play or be played in a band or orchestra or by their friends
- play a musical instrument with the correct technique within the context of the unit song
- select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation
- rehearse and perform their part within the context of the unit song
- listen to and follow musical instructions from a leader
- lead a rehearsal session
- know and be able to talk about improvisation:
 - improvisation is making up your own tunes on the spot
 - when someone improvises, they make up their own tune that has
 - never been heard before. it is not written down and belongs to them
 - know that using one, two or three notes confidently is better than using five
 - know that if you improvise using the notes you are given, you
 - cannot make a mistake
 - know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations

improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



- know three well-known improvising musicians
- know and be able to talk about:
 - a composition: music that is created by you and kept in some way
 - it's like writing a story. it can be played or performed again to your friends
 - a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
 - notation: recognise the connection between sound and symbol
- create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song
- explain the keynote or home note and the structure of the melody
- listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
- record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- know and be able to talk about:
 - performing is sharing music with an audience with belief
 - a performance doesn't have to be a drama! it can be to one person or to each other
 - everything that will be performed must be planned and learned
 - you must sing or rap the words clearly and play with confidence
 - a performance can be a special occasion and involve an audience including of people you don't know
 - it is planned and different for each occasion
 - a performance involves communicating ideas, thoughts and feelings about the song/music
- choose what to perform and create a programme
- communicate the meaning of the words and clearly articulate them
- talk about the venue and how to use it to best effect
- record the performance and compare it to a previous performance
- discuss and talk musically about it – “What went well?” and “It would have been even better if...?”