



**Music**

**Year 5**

**Term 1**

**Topic Music from different cultures (this includes Glockenspiel Stage Two)**

**Focus Form: Comparing music from different cultures- texture**

**National Curriculum Objectives:**

- 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

**Aspects:**

- Composition
- Instruments
- Improvisation
- Singing
- Notation
- History

**Dimensions:**

- Structure
- Pitch
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

**Prior Learning:**

During Glockenspiel Unit 1 in Year 3 children learnt how to play the Glockenspiel with control. They could read formal notation for CDE and compose and notate their own melodies.

During Year 4 children furthered their knowledge of musical instruments by learning to play a clarinet within the wider opportunities project.

**Vocabulary:**

Melody  
Accompaniment  
Harmony  
Dischord  
Improvisation  
Composition  
Stave

**Time signature**

Note values  
Coda  
Note names

**Knowledge:**

**Singing:**

To know that good posture and breathing are important when singing.

**Pitch, Rhythm, texture and structure**

To know the position of the notes CDEFGA on the stave and where these are on the Glockenspiel.

To understand the term texture.

To know the terms harmony, discord, melody, accompaniment

**Performance and Composition:**

To know why it is important to keep in time with others.

**Notation:**

To know how many beats are in a semi-breve, minim, crotchet, quaver, semi quavers and rest and recognise their symbols.

To know the terms stave, time signature and bar and locate these on a score.

**Musical Knowledge:**

To know the names of most of the tuned and un-tuned instruments within school and be able to identify and name some instruments from another culture.

**Skills:**

**Singing:**

- To sing with clear diction and accurate pitch.
- To begin to control breathing.
- To sing with control of dynamics and use facial expressions which reflect the lyric and mood of the song.

**Listening:**

- To compare pieces of music drawn from different traditions and cultures identifying how sounds can be contrasted.
- To describe a piece of music which reflects mood or atmosphere using the terms pitch, dynamics, duration, tempo, texture.

**Pitch, Rhythm, texture and structure**

- To pick out and play rhythms from aural memory with increasing accuracy.
- To improvise using given notes and with a sense of rhythm.
- To create accompaniments to melodies using chords
- To understand how pitched sounds can be combined to make uncomfortable (discord) and comfortable sounds (harmony) and understand how these can be used to create mood and atmosphere.

**Performance and composition**

- To use two beaters to play the Glockenspiel with control.
- To play in time with others with a common pulse and rhythm.
- To combine, rhythm, melody and chord accompaniment to compose 2 contrasting pieces of music.
- To experiment with layering and structure to create pieces with a clear beginning, middle and end.

**Notation**

- To read and play simple melodies using the notes CDEFGA using the glockenspiel.

	<ul style="list-style-type: none"> <li>• To recognise fluently the symbols, crotchet, quaver minim and semibreve within melodies and rhythms.</li> <li>• To identify the different types of rests and how long to hold these for.</li> <li>• To write my own melodies using staff notation.</li> </ul>
<p><b>Musical History:</b></p> <ul style="list-style-type: none"> <li>• Look at music from Gamelon and Indian cultures where the style is very different from western music. Use this to explore the idea of harmony/dischord and improvisation.</li> <li>• Look at music of Traditional Islamic Civilisation</li> <li>• Look at traditional Islamic Instruments.</li> </ul>	<p><b>End Point:</b></p> <p>In this unit the children will explore and learn to play traditional Western music and learn how this is structured using term such as melody, accompaniment, harmony, dischord. Children will be able to read and play simple melodies using notes CDEFGA from scores. They will also listen to contrasting music from other cultures which are less formally structured such as Gamelon, Indian and Islamic. They will create 2 compositions which use the notes CDEFG, one in a formal structured style using a melody and accompaniment. The other will be in a lesson formal style such as Islamic or Indian which uses rhythm, accompaniment and improvised melody.</p>
<p><b>Cross Curricular Links:</b> History- Early Islamic Civilisation</p>	<p>How do I play CDE? How do I play F? How do I play G? How do I play A? How can I use texture to compose a piece of music in a structured style? Can I compose a piece in an improvised style?</p>