



Music

Year 5

Term 3

Topic Magnificent Musicals

Focus Form: Singing in harmony

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:

- Throughout the units from Year 1-6 children have been developing their ability to sing with good diction and a sense of pitch. Through the lower years they experimented with singing in unison, 2 part rounds, call and response and songs with different parts.
- During their World War II singing unit, they explored the importance of singing in everyday life and how to use their voices to reflect the mood of the song and the lyrics. They explored 2 and 3 part rounds and simple harmony.

Vocabulary:

Singing
Harmony
Parts
Rounds
Diction
Mood
Lyrics
Metre
Dynamics
Pitch

Knowledge:

Singing:

To know how to change my voice to suite the lyrics of the song.

To know how and when to breathe while singing to get the best out of my voice.

Performance

I know how to use props and dance to enhance a performance and convey mood.

Skills:

Singing

- To sing with clear diction and accurate pitch.
- To sing with control of dynamics and use facial expressions which reflect the lyric and mood of the song
- To know how to change my voice to suite the lyrics of the song.
- To begin to sing in 3 and 4-part rounds and begin to sing 2-part harmonies.
- To breath correctly when I sing, supporting my voice with good posture.

Performance

- To combine dance and song in a musical performance.
- To add movement and dance to rhythmic phrases to enhance performances.

Musical History:

- Modern music- Musicals- Matilda, Annie and Oliver
- History of Musical Theatre

End Point:

This unit ends in a Musical performance to other members of the school or to parents. This will involve When I grow up with harmony parts and movement, Who will buy in rounds and It's a hard knock life in unison with movement!

Cross Curricular Links:

Sequence of Learning

What is a musical?
 How do we sing in harmony?
 How can we turn a song into a performance?
 How can we use props to compose rhythm as we sing?
 How do we co-orography singing and movement?
 How will we organise our performance?

