



Music

Year 5

Term 5

Topic - Dr Who?

Focus Form: Using ICT to create an electronic composition

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:

This unit draws on work on the Stomp unit from Year 4 where children have learnt to compose and layer sounds to construct a piece.

It also builds on the computing skills learnt in the Audio Recording Unit from Year 4 which will enable to the children to extend their skills within the context of music.

Vocabulary:

Melody
Pitch
Rhythm
Ostinato
Pulse
Editing
Manipulating
Composition
Layering
Texture
Timbre

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.

Composition

- To know how found sounds can be used to create rhythms and melodies

Musical Technology:

To know how to use a piece of editing software to manipulate and structure sounds and effects.

Musical knowledge- female composers:

- To be able to recall facts about Delia Derbyshire
- To know how the first electronic sounds were created and how she used these as a basis for the Dr Who theme tune.

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 begin to sing in 3 and 4-part rounds and begin to sing 2-part harmonies.

Listening:

- To listen to a piece of music and focus on a specific element.
- To recognise how the musical elements can be used to create different moods or effects.
- To recognise and create repeated (ostinato) patterns with a range of instruments.

Composition

- To create accompaniments to melodies using ostinato rhythms
- To compose and perform melodies (including the use of ICT)
- To edit sounds using audacity to create rhythms.
- To choose, order, combine and control sounds with an awareness of their combined effect.
- To recognise errors and begin to correct when performing.

Notation

- To use a various grid and graphic notations to record their own music.

Musical History:

- 20th Century- Delia DERBYSHIRE (1937-2001)
British composer of electronic music
Member of the legendary BBC Radiophonic Workshop - a group of pioneering musicians and engineers responsible for producing sound effects and incidental sounds for TV and radio
- Dr Who Theme- BBC Ten pieces.
- 20th Century Pop- Happy by Pharrell Williams

End Point:

Children will record found sounds and upload into Audacity (music editing software). They will manipulate these sounds to create a bass rhythm and melody which they will then layer to create a final composition for their own TV programme.

Cross Curricular Links:
Computing

Sequence of Learning

Who was Delia Derbyshire?

What is the difference between a bass line and a melody?

How do I select contrasting sounds and record them?

How can I use audacity to manipulate my sounds?

How do I create a rhythm and melody by manipulating my sounds?

How can I organize my sounds to create a complete composition?