

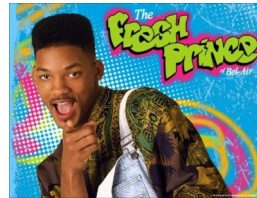
Knowledge

To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?

To know the style of the five songs and to name other songs from the Units in those styles.

To choose two or three other songs and be able to talk about:

- Some of 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 and pitch)
- Identify the main sections of the songs (intro, verse, chorus etc.)
- Name some of the instruments they heard in the songs
- The historical context of the songs. What else was going on at this time?



Key Vocabulary

Style	A distinctive compositional manner of an era, country, or particular artist that makes that particular music unique.
Dynamics	How loud or quiet a piece of music is
Texture	How the tempo, melodic and harmonic materials are combined in the composition.
Tempo	Speed of the piece
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Verse	A section of a song that is often followed by a chorus
Introduction	The beginning section of a piece of music.
Chorus	Part of a song that recurs at intervals (usually following a verse)

Composers of Renaissance Music



Claude Monteverdi
(1567-1643)



William Byrd
(1539-1623)

Skills

To describe, compare and evaluate different types of music beginning to use musical words
To comment on the success of own and others work, suggesting improvements based on intended outcomes.
To begin to identify the relationship between sounds and how music can reflect different meanings.
To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.
To listen and appraise different genres of music following the Charanga scheme of work.
Listen to composers of Renaissance music 1400s and 1600s. Monteverdi Josquin Des Prez



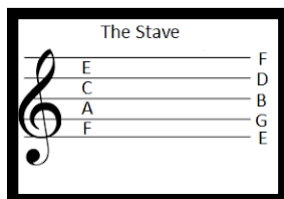
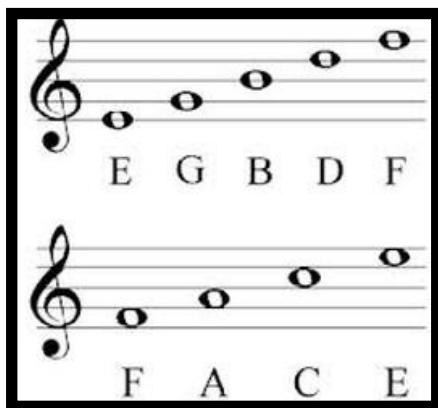
MUSIC

Composing and Improvising

YEAR 5

Knowledge

Composing	Improvising
To know and be able to talk about:	To 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.	Improvisation is making up your own tunes on the spot
A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
Notation: recognise the connection between sound and symbol	To know that using one or two notes confidently is better than using five
	To know that if you improvise using the notes you are given, you cannot make a mistake



Skills

To create increasingly complicated rhythmic and melodic phrases within given structures.

To recognise and use a range of musical notations including stave notation.

Begin to read and compose using stave notation.

Key Vocabulary

Composition	An original piece of work of music (vocal or instrumental)
Composing	To write/create a piece of music
Improvising	To create/perform spontaneously or without preparation
Notation	A method of writing music
Tempo	Speed of the piece
Pulse	The constant beat in a piece of music
Rhythm	Structured groups of accented and unaccented beats
Pitch	How high or low the note is
Texture	How the tempo, melodic and harmonic materials are combined in the composition.
Dynamics	How loud or quiet a piece of music is
Structure	The way in which the music is built up.
Stave	A set of 5 horizontal lines and 4 spaces that represent a different musical pitch
Clef	A symbol written on music showing what pitch to play the note
Rest	Moment when the note is not played
Crotchet	A note representing 1 beat
Semi breve	A note representing 4 beats
Quaver	A note representing a ½ beat



MUSIC

Singing, Playing and Performing

YEAR 5

Knowledge

Singing

To choose a song and be able to talk about:
Its main features
Singing in unison, the solo, lead vocal, backing vocals or rapping
To know what the song is about and the meaning of the lyrics
To know and explain the importance of warming up your voice

Playing

To 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

Performing

To know and be able to talk about:
Performing is sharing music with other people, an audience
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



Electric guitar



Drum pads



Keyboard

Key Vocabulary

Lyrics	The words that make up a song
Chorus	Part of a song that recurs at intervals (usually following a verse)
Dynamics	How loud or quiet a piece of music is
Ballad	A song that tells a story
Verse	A section of a song that is often followed by a chorus
Melody	A sequence of notes—it is a combination of pitch and rhythm
Notation	A method of writing music
Stave	A set of 5 horizontal lines and 4 spaces that represent a different musical pitch
Unison	Playing or singing the same notes simultaneously
Diction	The clarity of the pronunciation of words in a song
Pitch	How high or low the note is
Solo	A piece performed by a single performer
Ensemble	All instruments in an orchestra or all singers in a choir playing/singing at once
Harmony	A pleasing combination of two or more notes played in the background behind a melody

Skills

To sing in unison with clear diction, controlled pitch and sense of phrase.

To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.

To maintain my own part and be aware how the different parts fit together