

Through our Music curriculum, we aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. The children will learn about the history of Music; they will be introduced to famous composers; learn to engage critically with music through appreciation sessions; learn to compose using a variety of instruments.



YEAR 5

Subject: Music
Unit Title: Why We Sing

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Reception and KS1: Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music. Children have experienced music from different cultures: including music from Poland and folk songs from North America.

Lower KS2: Children have sung in rounds, composed ostinato accompaniments and performed vocal percussion as part of a group. Children have performed call and response rhythms vocally, by ear, using word rhythms and transferred this to body percussion and instruments. Children have interpreted music through movement and art. They have listened to and responded to music, including classical music and Brazilian/carnival; music.

Key Vocabulary taught in this unit:

Dynamics: quiet, louder, getting louder (crescendo).

Pitch: melody, harmony, high voices and low voices.

Structure: call-and-response, spoken interludes, phrase.

Texture: unison (singing same melody), homophonic (singing in harmony).

Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit.

Other: music for praise, Gospel, spiritual, expression, legato, slide (glissando), note bend, decoration, diction, articulation, phrasing,

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Develop and practise techniques for singing and performing in a Gospel style.

Recognise individual instruments and voices by ear.

Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.

Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).

Objectives

National Curriculum for Music KS2 coverage:

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.

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.

Model Music Curriculum YEAR 5 coverage:

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style

Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. Listen to recorded performances.

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.

Song Bank:

Wade in the water (Sweet Honey in the Rock).

Wade in the water (The Spirituals).

Climbing higher mountains (Aretha Franklin).

Why we sing (Kirk Franklin and the Family).

What kind of man is this? (Ray Charles & the Voices of Jubilation Choir 2006).

Shackles (Praise you) (Mary Mary).

This little light of mine (Soweto Gospel Choir).

Take your burden to the Lord (and leave it there) (Blind Boys of Alabama).

The storm is passing over (The Clara Ward Singers).

Jesus gave me water (Sam Cooke & The Soul Stirrers).

Great is your mercy (Donnie McClurkin).

Get away, Jordan (Take 6).

Watch/Listen/Move:

Let's start to sing!; Tongue twisters; Tongue, teeth, lips, mouth.

Impact / Outcome:**What will the final product / result be?**

Children will demonstrate that they can recognise individual instruments and voices by ear and identify key elements that give the music its unique sound. Can will confidently talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).

Children will sing and perform in a Gospel style.

P4C Inquiry (where appropriate)

A P4C session using one the lyrics of one of the songs as a line of enquiry.