

Inspiring and enabling our school community to live life to the full



YEAR 5

Subject: Music
Unit Title: Building a Groove

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

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.

Prior Learning:

Reception and KS1: Children have developed a secure understanding of: tempo, pitch and rhythm and are able to maintain a beat, played an ostinato and have experimented with timbre. Children have composed and performed using their voices, body percussion and tuned and untuned percussion instruments. They have recorded their compositions using graphic symbols and stick notation. They have listened to and responded to music, including classical music, through dance and movement and used musical vocabulary to describe music.

Lower KS2: Children have sung in rounds, composed ostinato accompaniments and performed vocal percussion as part of a group. They have learnt a part of tuned percussion (including the C major, A minor, and F major chords) and played as part for a whole-class performance. Children have read, followed and created a score. Children have composed rhythms using the notes C-D-E, created word-based pieces of music, created music for a film clip, composed a pentatonic melody and used notation to represent musical ideas.

They have learnt the following notation: crotchet, quaver, semi quaver, crotchet rest, minim, paired quavers. Year 5: Children have explored and sung in a Gospel style. They have written their own lyrics and created a tune.

Key Vocabulary taught in this unit:

Pitch: pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass).

Rhythm: backbeat (typically falls on beats 2 and 4, and often played by the snare drum).

Structure: riff (a repeated musical pattern that forms the basis of a song).

Timbre: legato (smooth), staccato (detached).

Other: head (the main melody of a song, specifically used in jazz/groove music), baseline, notation.

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

Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.

Identify drum patterns, basslines, and riffs and play them using body percussion and voices.

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.

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.

Model Music Curriculum YEAR 5 coverage:

Song Bank:

Do your dooty

Watch/Listen/Move:

‘ Watermelon man’ from Head Hunters (Herbie Hancock).

Jesus you’re worthy to be praised (Potter’s House Mass Choir).

The drums – learning the parts of the drum set (MonkeySee).

Drum groove audio tracks (Sing Up).

Cissy strut (The Meters).

Le freak (Chic).

Impact / Outcome:

What will the final product / result be?

Children show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.

Children identify drum patterns, basslines, and riffs and play them using body percussion and voices.

Children compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group and review their work to make improvements.

P4C Inquiry (where appropriate)