

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: Epoca

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 interpreted music through movement and art. They have doodled (improvised) over pieces of music.

They have listened to and responded to music, including classical music and Brazilian/carnival; music.

Year 5: Children have explored and sung in a Gospel style.

Key Vocabulary taught in this unit:

Duration: beat.

Pitch: semitone (a half step distance between two pitch levels), bass.

Structure: ostinato.

Style: tango, neotango, electronic music, fusion.

Texture: the result of different musical parts or layers playing together.

Like texture in artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc.

Timbre: cello, accordion, singer, drum kit, staccato (short, detached notes to create a 'spiky' sound/articulation), legato (smooth articulation of notes, creating a seamless flow in the music).

Other: articulation, rhythm.

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

Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.

Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.

Demonstrate an understanding of the history of Argentine Tango.

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.

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.

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.

Song Bank:

Ronda de los conejos

Watch/Listen/Move:

Época (Gotan Project).

Move and freeze Brain breaks: action songs for children (The Learning Station).

Libertango (Astor Piazzolla).

Tango dancers on the streets of Buenos Aires (Amazing World Videos).

How does the accordion work? Discover instruments series (Classic FM).

Sheku Kanneh-Mason – cello. Discover instruments series (Classic FM).

Intro to drums (The Instrumentals).

Impact / Outcome:

What will the final product / result be?

Respond to music, showing legato movement in their bodies.

Children improvise an 8-beat movement pattern.

Children demonstrate an understanding of how different instrumental parts interact (texture) by responding to each part through movement.

Children demonstrate an understanding of the history of Argentine tango.

P4C Inquiry (where appropriate)