

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



YEAR 5

Subject: Music
Unit Title: Balinese Gamelan

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. 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 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 listened to and responded to music, including classical music and Brazilian/carnival; music. 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 composed and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. They have learnt the history of the Argentine tango.

Key Vocabulary taught in this unit:

Duration: cycle – a looped pattern of a fixed number of beats.
Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole.
Timbre: Kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs.
Other: Gamelan beleganjur (Indonesian percussion ensemble, often performed at religious ceremonies), kecak (a vocal chant), cak lesung (rice-pounding rhythms), musical cycles, grid notation, repeating cycles, core melody, tempo. 8- beat rhythm.

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

Compose a kecak piece as part of a group.
Sing/chant a part within a kecak performance.
Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.
Listen and match vocal and instrumental sounds to each other, and to notation.

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:

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.

Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.

Song Bank:

Hip hop songwriting backing track.

Watch/Listen/Move:

Cremation ceremony beleganjur procession in Ubud, Bali – Part 2

Ceng ceng 18cm and Ceng ceng 22cm (Drums for Schools).

Kotekan lesung.

Kecak monkey chant.

'The Hindu story of Rama and Sita' from Religions of the world (BBC Teach).

Impact / Outcome:

What will the final product / result be?

Children demonstrate knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.

Children match vocal and instrumental sounds to each other, and to notation.

Children sing/chant a part within a kecak performance and compose a kecak piece as part of a group.

P4C Inquiry (where appropriate)