

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



**YEAR 5**

**Subject: Music**  
**Unit Title: Composing in Ternary Form**

**Characteristics of an Effective Learner**

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

**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. Lower KS2: Children have interpreted music through movement and art. 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. They have composed and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group. Children music of Bali and performed the interlocking rhythms that underpin both these musical forms (gamelan beleganjur and the kecak vocal chant).

**Key Vocabulary taught in this unit:**

Pitch: pentatonic scale – a five note scale (most easily found by using just the black notes of the piano).

Tempo: the speed of a piece.

Dynamics: the volume of a piece.

Structure: Ternary form – a musical shape also known as ABA where A = opening section, B = contrasting middle section, A = return to the opening, coda – a special ending.

Other: score – a visual representation of music. 20<sup>th</sup> century orchestral music, tune, rhythmic accompaniment, improvise, compose, notation, score.

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

Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. Notate ideas to form a simple score to play from.

Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.

Understand and recognise ternary form.

**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:**

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.

Working in pairs, compose a short ternary piece.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

**Watch/Listen/Move:**

Empress of the pagodas (Laideronette) (Maurice Ravel)

**Impact / Outcome:**

**What will the final product / result be?**

Children demonstrate that they can improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo.

Children notate their ideas to form a simple score to play from.

Children respond to music using drawings and words; recognise that music can describe feelings and tell a story.

**P4C Inquiry (where appropriate)**