

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10

Year 5	Music Long Term Overview					
	Autumn 1 Genre: Modern classical	Autumn 2 Genre: Modern classical	Spring 1 Genre: Symphonics and electronic dance	Spring 2 Genre: Symphonics and electronic dance	Summer 1 Genre: Experimental music	Summer 2 Genre: Experimental music
Unit of work Driving Question	Instrument: Glockenspiel Composing: Space music		Instrument: Clarinet (1 class) Composing: Mythical creatures		Instrument: Clarinet (1 class) Composing: Home soundscape	
Composer Study:	Composer study: Gustav Holst		Composer study: Mason Bates		Composer study: Kerry Andrew	
Values	Friendship and Love		Respect and responsibility		Perseverance and Hope	
Link to NC programme of study	Pupils should be taught to: <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>					
What we need to know Red Hill Riches	To know the difference between 2/4, 3/4 and 4/4 time signatures  To know how triads are formed  To know what a drone is		To know what 'ternary' structure means. To know how to form an embouchure, hold the clarinet correctly, buzz into the mouthpiece.  To know how to play C, D and E on the clarinet		To know that a performance involves communicating ideas, thoughts and feelings about the song/music.  To know how to form an embouchure, hold the clarinet correctly, buzz into the mouthpiece.	

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			To know how to play C,D and E on the clarinet
<b>Links to prior knowledge (footprints)</b>	Year 2-Space soundscape Year 3-John Williams	Year 3-Beyonce-dance Years 3 and 4-recorder	Year 1-John Adams-Minimalism
<b>Vocabulary</b>	Previous Year's plus... Style Three-part Ensemble Ternary Fortissimo Pianissimo Mezzo Forte Mezzo Piano Drone Groove Semibreve Semiquaver Triad		
<b>Disciplinary Knowledge</b> Musicianship: Understanding Music	<ul style="list-style-type: none"> <li>• Further understand the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers and say how many beats they represent.</li> <li>• Understand the difference between 2/4,3/4 and 4/4 time signatures. Read and perform pitch notation within an octave.</li> <li>• Read and play short rhythmic phrases at sight, using conventional symbols for known note durations.</li> <li>• Understand how triads (chords) are formed and play them on tuned percussion, melodic instruments or keyboards.</li> </ul>		
<b>Disciplinary Knowledge</b> Listening	<ul style="list-style-type: none"> <li>• Identify and describe the sound of instruments within a piece of music, referring to the inter-related dimensions.</li> <li>• Identify 2/4, 3/4, 6/8 and 5/4 metre.</li> <li>• Recognise the style of music and important musical features of the style.</li> <li>• Compare two songs in the same style.</li> </ul>		

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	<p>Think about the message of a song.</p>
<p>Disciplinary Knowledge Singing</p>	<ul style="list-style-type: none"> <li>• Sing a broad range of songs with a sense of ensemble and performance.</li> <li>• Sing in 2/4, 3/4, 4/4 and 6/8 time</li> <li>• Sing in unison and as part of a smaller group</li> <li>• Sing three-part rounds, partner songs and songs with a verse and chorus.</li> <li>• Sing 'on pitch' and 'in time'</li> <li>• Self-correct if lost or out of time</li> <li>• Sing expressively, with attention to breathing and phrasing</li> <li>• Sing expressively, with attention to dynamics and articulation</li> <li>• Develop confidence as a soloist</li> <li>• Talk about the different styles of singing used for different styles of song</li> <li>• Talk confidently about how connected you feel to the music and how it connects in the world</li> <li>• Respond to a leader or conductor</li> </ul>
<p>Disciplinary Knowledge Performing</p>	<ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> <li>• Communicate the words of a song effectively to convey meaning.</li> <li>• Sing or play following staff notation written on one staff with confidence</li> <li>• Discuss what went well about a performance and what could have been better.</li> <li>• Lead a performance section.</li> </ul>
<p>Disciplinary Knowledge Composing</p>	<p><b>Small groups or pairs</b></p> <ul style="list-style-type: none"> <li>• Compose to evoke a specific atmosphere, mood or environment or to accompany a silent film or a scene in a book.</li> <li>• Work in pairs to compose a short ternary piece. (A – B – A)</li> <li>• Create simple melodies using up to 5 notes and simple rhythmic patterns that work with the style of the song.</li> <li>• Experiment with a wider range of dynamics.</li> <li>• Record the composition using time signatures, staff notation or technology.</li> <li>• <b>Improvisation</b></li> </ul>

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	Improvise with rhythm, using voice and instruments (up to three notes) Improvise freely over a drone or groove using tuned percussion and melodic instruments.
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