



Jerry Clay Academy Subject Unit Overview

Subject Unit Overview Subject: Music Year Group: 5 Term: Autumn 1

Musical Spotlight Theme: Getting started with Music Tech
Social theme – How does music bring us closer together?

The Elements of Music that build and deepen over time

As lessons progress through the units and year groups, the key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

To support intense and rapid learning, the musical activities are designed in one of two ways:

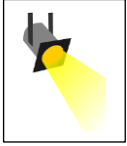
1. The activities can be a repeat of the previous week, in order to embed and rehearse key musical skills.
2. The activities can be a repeat of previous musical skills but have different content, in order to strengthen and apply previous musical learning. As the children move through the Scheme, they acquire new knowledge and skills and deepen their understanding and application of previous learning. This spiral approach leads to deeper, more secure learning and musical mastery.

Year 5



Musical Elements

Pulse/Beat/Metre	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.
Rhythm	Recognise by ear and notation: - Minims, dotted crotchets, crotchets, quavers and their rests Recognise by ear and notation: - 6/8 rhythm patterns - Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.
Pitch (Melody)	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a staff: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D Identify the following scales by ear or from notation: C major F major D minor G major E♭ major C minor Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor F major D minor and D major E♭ major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale
Tempo	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.
Dynamics	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.

**Timbre**

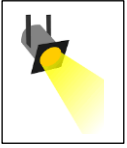
Recognize the following ensembles:

- Gospel choir and soloist
- Rock band
- Symphony orchestra
- A Cappella group

Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognize the difference between the sound of male and female voices.

Recognize tone colour and rapping.

**Texture**

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Identify changes in texture.

Talk about the different textures created by intervals and chords.

Structure (Form)

Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognize phrases and repeated sections.

Discuss the purpose of a bridge section.

Differentiation

Use the options in the lessons adapt to the needs of the children you are teaching. In most cases, these will be students you probably already know very well from a holistic, learning perspective. Therefore, with these supporting materials and your existing teaching skills, you should be able to deliver any Charanga music lesson in a way that caters appropriately for the diversity in your classroom.

Year 5 Musical Progression Guide

(to use with the Assessment Guide)

Black text: Most children will be working at this expected standard. Blue text: Others will be working at greater depth.

Unit 1: How Does Music Bring Us Together?

Musicianship: Understanding Music		Musicianship: Improve Together - Activity 1	
Tempo: 128bpm Time Signature: 4/4 Key Signature: A minor	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns: A, B, C, D, E, F#, G	Tempo: 128bpm Time Signature: 4/4	Key Signature: A minor Improvise section using: A, B, C, D, E, F#, G

Songs	Instrumental Notes				Improvising		Composing		
	Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
Ghost Parade (Glockenspiel) 6/8, C minor, 112bpm	C, G, A \flat , B \flat (Dotted crotchets, crotchets, quavers)	C, G, A \flat , B \flat (Dotted crotchets, quavers)	C, G, A \flat , B \flat (Dotted crotchets)	C (Dotted crotchets)	C, D, E \flat	C, D, E \flat , F, G	N/A		
(Recorder)	C, G, A \flat , B \flat (Dotted crotchets, crotchets, quavers)	C, G, A \flat , B \flat (Dotted crotchets, quavers)	G, B \flat , C (Dotted minims)	C (Dotted minims)					
Words Can Hurt (Glockenspiel) 4/4, G major, 78bpm	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets, quavers)	G, A, B, C, D, E, F# (Minims, crotchets)	G (Minims)	N/A		G, A, B	G, A, B, C, D	G, A, B, C, D, E, F#
(Recorder)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets, quavers)	G, A, B, C, F# (Minims, crotchets)	G, A, B, F# (Crotchets)					
Joyful, Joyful	N/A				N/A		N/A		

Musical Styles

Year 5 Unit 1 - How Does Music Bring Us Together?				
Week	Music/Song	Artist/Composer /Creator	Style	Year of Composition
1	Ghost Parade	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
2	Lively	Quinn Mason	20th and 21st Century Orchestral	2020
3	Words Can Hurt	Joanna Mangona and Pete Readman	20th and 21st Century Orchestral	2020/21
4	His Eye Is On The Sparrow	Charles H. Gabriel and Civilla D. Martin	Gospel	1905
5	Joyful, Joyful	Mervyn Edwin Warren and Henry van Dyke	Gospel	1907



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Social theme – How does music bring us closer together?

Core Learning of This Unit:

Understanding Music

Tempo:	Allegro — At a brisk speed (128 bpm)
Time Signature:	4/4 — there are four crotchet beats in a bar
Key Signature:	A minor — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers

Improvise Together


Time Signature:	4/4
Key Signature:	A minor
Notes:	A, B, C, D, E, F#, G 

Music tech has always allowed for the development of instruments such as the piano. In the digital age tech has led to further instruments and digital sampling.

Music can help us reflect on emotion and themes of togetherness

SONG 1
Ghost Parade
Style: 20th and 21st Century Orchestral

Time Signature: 6/8 — there are six quaver beats in a bar
Key Signature: C minor — there are three flats in the key signature



C D E♭ F G A♭ B♭

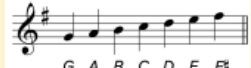
Circle the part you played:

Part 1: C, G, A, B, B♭
 Part 2: C, G, A, B, B♭
 Part 3: C, G, A, B, B♭
 (Recorder): C, G, B♭
 Part 4: C

Circle the notes you improvised with:
 C, D, E, B, F, G

SONG 2
Words Can Hurt
Style: 20th and 21st Century Orchestral

Time Signature: 4/4 — there are four crotchet beats in a bar
Key Signature: G major — there is one sharp in the key signature




G A B C D E F#

Circle the part you played:

Part 1: G, A, B, C, D, E, F#
 (Recorder): G, A, B, C, F#
 Part 2: G, A, B, C, D, E, F#
 (Recorder): G, A, B, C, F#
 Part 3: G, A, B, C, D, E, F#
 (Recorder): G, A, B, C, F#
 Part 4: G

SONG 3
Joyful, Joyful
Style: Gospel

Time Signature: 4/4 — there are four crotchet beats in a bar
Key Signature: C major — there are no sharps or flats in the key signature



C D E F G A B

Discuss together what this song was about. Write down three words about the song:

Continue to deepen and extend music learning through repetition of previous performances and encountering activities in new songs to strengthen and apply previous learning

Prior Learning:

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and

- strings.

National Curriculum

Statements: Key stage 2

- 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

Key Vocabulary:

Pulse/beat, rhythm, pitch, melody/tune, ostinato, unison, improvisation, perform, compose, conductor
 Untuned percussion, claves, tambourine, maracas, cabasa, guiro, drum, cymbal, tulip block, wood block,
 Tuned percussion – xylophone, chime bars, glockenspiel,
 Call and response,
 Loud/soft, long/short, body percussion