



Year 5- Reflect, Rewind and Replay

Key Focus of the Unit

This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.

Consolidate your learning and perform

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Musical learning focus:

Listen and Appraise Classical music

Continue to embed the foundations of the interrelated dimensions of music using voices and instruments

Singing

Play instruments within the song

Improvisation using voices and instruments

Composition

Share and perform the learning that has taken place

How this Unit is organised

Listen and Appraise a different piece of music each week/step

Musical Activities

Share and Perform

Objectives

- Revisit songs and musical activities, exploring a context for the History of Music and the beginnings of the Language of Music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- Sing and play instruments within a song.

Vocabulary:

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Improvise: To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- Composing: Creating and developing musical ideas and 'fixing' them.
- Notation: Ways to visually represent music.

- Improvisation using voices and instruments. - Compose, share and perform the learning that has taken place.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

- Dynamics: A musical dimension indicating how loudly or quietly the music is being played.
- Interlude: A passage of music played between the main theme.
- Introduction: Music heard at the beginning of a song or piece of music.
- Backing: The accompaniment to a song.
- Chorus: A repeated section in a song which gives the main message.
- Tempo: A musical dimension that describes how fast or slowly the music is played.
- Texture: A musical dimension that describes the layers of sound in music.
- Timbre: A musical dimension that describes the quality and character of the sound of the instruments used.
- Riff: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
- Harmony: Different notes sung or played at the same time to produce chords.

Prior learning/Understanding

Children followed the Reflect, Rewind and Replay sequence in Year 3 and explored the concept of classical music and listened to 5 pieces by different composers while listening, appraising, improvising and composing their own short piece. They explored the interrelated dimensions of music.

Future learning/Understanding

Progression throughout the units of work reinforces the interrelated dimensions of music. With each new song children will always start with the foundation of pulse, then rhythm, then pitch adding new dimensions as you progress. This represents a never-ending spiral of music learning that will be revisited across the Key Stages.

Key Local Links:

The Lake District Summer Music International Festival is operated by a registered charity that aims to enhance Cumbria's strong cultural heritage in relation to literature and art by promoting music in the area. The festival showcases musicians from around the world in small, intimate venues across the southern Lake District. The focus is primarily on classical music, however, there are some performances featuring other genres.

Common Misconceptions:

People often believe that classical music is relaxing and can be used to help people sleep. However, the wide variety of strong orchestral rhythms and compositions can actually have an adverse effect and engage wide audiences in vibrant and lively pieces.

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| Suggested Activities | <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Music from Compline – Traditional – Early Music • Dido and Aeneas: Overture by Henry Purcell • Baroque Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven • Classical Minute Waltz in D-flat by Chopin – Romantic Central Park in the Dark by Charles Edward Ives – 20th Century • Clapping Music by Steve Reich – Contemporary <p><u>The history of music, look back and consolidate your learning, learn some of the language of music</u></p> <ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Communicate the meaning of the words and clearly articulate them. • Talk about the best place to be when performing and how to stand or sit. <p>Record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> | Assessment | See attached Children’s Assessment (Music Passport) for completion at the end of each academic year and cross reference with teacher assessment on FFT. |

I know and can sing/rap four songs off by heart! They are:

1. Livin' On A Prayer – Rock
2. Make You Feel My Love – Pop Ballad
3. The Fresh Prince Of Bel Air – Hip Hop
4. Dancing In The Street – Motown

Listen

I have focussed on Classical music in class and its history.

Pulse, rhythm and pitch

I can demonstrate and explain how pulse, rhythm and pitch connect in a song or piece of music.

Play

Classroom Jazz 1 – I have played these melodies by ear and improvised.
 I can play the glockenspiel along to all the songs we sang this year.
I played the easy medium both the easy and medium parts.

Notation

I used notated music.

My instrument

I brought my own instrument into my lesson.

I can play the

Improvise

I can improvise with the songs we sang this year.
In class, we completed the Bronze Silver Gold All Challenges.

Compose

I composed a simple melody with some of the songs we sang this year.

I used these notes

Perform

I performed these songs

Reflect

When performing the songs, I felt

I can talk about:

1. The style indicators of some of these songs
2. The structure of some of the songs
3. How some of the dimensions of the music fits together in some of the songs
4. The historical context of some of the songs

