



YEAR: 5 TERM: Autumn 2 TITLE: Ancient Egypt: Composition and Notation

| | COHERENCE | CREDIBILITY | CREATIVITY | COMPASSION | COMMUNITY |
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| REVISION / REMIND / REVISIT -Use of voice to sing in tune and in time in solo and ensemble contexts / performance skills in all previous year groups/ Notation names from Year 3 and Year 4 | <p>NC LINKS</p> <ul style="list-style-type: none"> 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 <p>Key Vocabulary</p> <ul style="list-style-type: none"> composition crotchet dotted minim ensemble lyrics | <p>Skills Developed</p> <ul style="list-style-type: none"> To sing in time and tune with other people, backing tracks and live instruments Remember the lyrics to a song To identify the structure of a piece of music and match this to non-standard notation. To improvise their own piece of music using body percussion and tuned percussion To play a melody with reasonable accuracy To perform with confidence and in time with others To compose and play a melody using stave notation To contribute meaningfully to a group performance and composition <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand the importance of stave notation internationally To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. | <ul style="list-style-type: none"> All children will compose and perform a piece of music celebrating a pharaoh's journey into the afterlife. | <ul style="list-style-type: none"> Children will gain an understanding about the development of musical notation to create an internationally recognised system of notation Understand Egyptian views on afterlife | <ul style="list-style-type: none"> Compose a group piece to perform to peers. |

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| | <ul style="list-style-type: none"> • minim • minor key • notation • pitch • pitch notation • quaver • rhythm • semibreve • sheet music • staff notation • stave • structure • tempo • tune • tuned percussion • unison • vocal warm-ups | <ul style="list-style-type: none"> ▪ To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | | | |
| <p>ASSESSMENT CRITERIA:</p> <p>I can sing in time and tune with some expression and showing an awareness of other performers.</p> <p>I can improvise a piece of music using body percussion and tuned percussion.</p> <p>I can play a melody using stave notation with reasonable accuracy</p> <p>I can compose and play a melody using stave notation</p> | | <p>SUGGESTED TIME FRAME</p> <p>At least 5 hour sessions</p> | | | |
| <p>SUGGESTED SEQUENCE OF LESSONS (Adapted Lesson Plans are in Resources – Subjects and Topics – Music)</p> <p>Session 1 – Here come the Egyptians</p> <p>Kapow Year 5 Composition Notation Lesson 1</p> <ul style="list-style-type: none"> • Children will learn a song with 2 parts, with a focus on singing with accuracy, fluency, control and expression. <p>Session 2 – Hieroglyphic Score</p> <p>Kapow Year 5 Composition Notation Lesson 2</p> <ul style="list-style-type: none"> • Children will explore and learn to use different forms of non-standard notation including graphic scores. <p>Session 3 – Play like an Egyptian</p> | | | | | |

Kapow Year 5 Composition Notation Lesson 3

- Children will develop their understanding of note length and learn to play simple melodies in ensembles following notation.

Session 4 - Pitch Pyramids

Kapow Year 5 Composition Notation Lesson 4

- The children will learn how pitch is notated and be able to compose their own short melody using pitch notation.

Session 5 - Egyptian Farewell

Kapow Year 5 Composition Notation Lesson 5

- Children will compose a piece of music celebrating a pharaoh's journey into the afterlife and perform it in groups to their peers.

| | COHERENCE | CREDIBILITY | CREATIVITY | COMPASSION | COMMUNITY |
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| <p>REVISION / REMIND / REVISIT - Appreciation of music from different historical periods and genres / use of voice to sing in tune and in time in solo and ensemble contexts / performance skills in all previous year groups</p> | <p>NC LINKS</p> <ul style="list-style-type: none"> 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. 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. <p>Key Vocabulary</p> <ul style="list-style-type: none"> Opera Operetta/Comic opera Film musical Book musical Jukebox musical | <p>Skills Developed</p> <ul style="list-style-type: none"> To identify a character or action song. To justify opinions by giving examples. To think of or write a song that tells the story. To plan and create a musical theatre scene to tell the story of a journey, working as part of a group. To rehearse and perform a musical theatre scene in time with my group with confidence. To sing in tune and make sure their voice is loud and clear. To ensure that there are smooth transitions between spoken dialogue, singing and dancing. Children will perform with expression to help convey emotion. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To understand and explain what musical theatre is, the history of musical theatre and how musical theatre is created. To put the different types of musicals in date order. To know the difference between a character or action song. To understand the importance of rehearsing a musical theatre scene. | <ul style="list-style-type: none"> All children will compose and perform a musical theatre scene about Easter. | <ul style="list-style-type: none"> Children will gain an understanding about the history of musical theatre and its developments. Children will gain a secure understanding of the Easter story from a variety of view points. | <ul style="list-style-type: none"> Compose a class piece to perform within the Easter service. |

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| | <ul style="list-style-type: none"> • Rock/Hip-hop musical • Composer • Librettist • Lyricist • Lyrics • Director • Musical director • Choreographer • Designer • Performers • Action songs • Character songs • Musical theatre • Transition • Score • Script | | | | |
| <p>ASSESSMENT CRITERIA:</p> <p>I can listen to short extracts and respond to simple questions about genre, structure etc.</p> <p>I can combine music, dance and scripts to create a performance.</p> <p>Sing in tune with some expression and showing an awareness of other performers.</p> | | <p>SUGGESTED TIME FRAME</p> <p>At least 5 hour sessions + Rehearsal time for the Easter service.</p> | | | |
| <p>SUGGESTED SEQUENCE OF LESSONS</p> <p>Session 1 - What is musical theatre?</p> <p>Kapow Year 5 Musical theatre music Lesson 1</p> <ul style="list-style-type: none"> • An introduction to the concept of musical theatre; children learn about its history and how it has changed over time. They will put different types of musicals in chronological order. <p>Session 2 - Character or action song</p> <p>Kapow Year 5 Musical theatre music Lesson 2</p> <ul style="list-style-type: none"> • Children will learn to identify character and action songs and develop their understanding of the role of different songs within a musical production. <p>Session 3 - Create your own musical</p> | | | | | |

Kapow Year 5 Musical theatre music Lesson 3

- Children will apply what they have learned and plan their own musical theatre scene, including a song, dance and acting.
- You might choose to add additional lessons to this before Lesson 4.

Session 4 - Rehearsing my musical

Kapow Year 5 Musical theatre music Lesson 4

- Once they have planned their musical, pupils decide on the roles of individuals within their group and rehearse their scene.

Session 5 - Performing my musical

Kapow Year 5 Musical theatre music Lesson 5

- Children will perform as a 'dress rehearsal' and identify improvements.

Year: 5

TERM: Summer 1/2

TITLE: Ukulele

| <p>REVISION / REMIND / REVISIT - Use of other instruments (make links to what is the same and what is different to the previous instruments encountered) / use of key vocabulary / use of simple notation / performances in Y3 & 4</p> | COHERENCE | CREDIBILITY | CREATIVITY | COMPASSION | COMMUNITY |
|--|--|--|------------|--|--|
| | <p>NC LINKS</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 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. <p>Key Vocabulary</p> <p>Ensemble Picking Strumming Tablature Ukulele Fretboard</p> | <p>Skills Developed</p> <ul style="list-style-type: none"> To perform an ensemble piece in time with others. To follow ukulele tablature accurately. To perform with confidence and accuracy as part of a group. To recognise and name note rhythms when seen and heard. <p>Knowledge Acquired</p> <ul style="list-style-type: none"> To name the key features of a ukulele. To understand musicians need to be disciplined and work as a team to make their music successful. | | <ul style="list-style-type: none"> Appreciating where the Ukulele comes from and how playing as a group can help with confidence. | <p>Children to perform their rehearsed pieces as part of a ukulele concert to parents.</p> |

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| | ASSESSMENT CRITERIA: To follow (Provided by Solihull Music Service) | SUGGESTED TIME FRAME 9 sessions + 1 session for the performance |
| | SUGGESTED SEQUENCE OF LESSONS Session 1 - <ul style="list-style-type: none">To follow (Provided by SMS) | |