

Our School Values

Love	We show love by enjoying a range of music and experiences
Unity	We show unity by singing as a group and working together to create music
Courage	We show courage by being brave and performing in front of others
Inspiration	We show inspiration by encouraging others and by being inspired to try new things by another's talents



Year 5

MUSIC

Keyboards



NC Objective

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Use and understand staff and other musical notations

Key Listening in this topic

Medieval – Estampie – music from the Robertsbridge Codex
 Renaissance – William Byrd
 Baroque – JS Bach – concerti for harpsichord and strings
 Classical – Beethoven (organ), Mozart (piano concertos)
 Romantic – Liszt, Chopin
 20th Century – Bartok, Debussy
 Contemporary – Rick Wakeman, Jools Holland, Jeff Wayne

Key Vocabulary

Word	Definition
Drone	A sustained part, consisting of 2 notes (usually linked to harmony)
Melodic Ostinato	A repeated pattern of music Eg :1,2,3,4
Play by Ear	To play without reading a score
Phrase	A single unit of music that makes complete musical sense when heard on its own
Treble Clef	Primarily notates music notes above middle C
Stave	Five parallel, horizontal lines that represent a different musical pitch
Metre	Also known as a time signature is shown at the beginning of a piece of music

	Knowledge I already know	Knowledge I will learn
Performing	To know how to use accelerando and rallentando when singing. To know what a round is and take part in a round. To know how to control the voice To know that crescendo means to get louder and diminuendo means to get quieter and to do this when singing.	To know how to play and perform parts in a solo and ensemble contexts with increasing accuracy and expression. To know what a harmony part is. To know what a drone is and how it is played/sung in a piece of music. To know what a melodic ostinato is and how it is played or sung in a piece of music. To know what it means to play by ear.
Musical Notation	To know how many beats in a mini, crotchet and semibreve and recognise their symbols. To know the symbol for a rest in music. To read the music stave and work out the notes FACE and ECBDF. To begin to understand 4 metre rhythm patterns and	To understand 2, 3 and 4 metre and how rhythms fit into a steady beat (duration) To know what a treble clef is and how this is drawn/placed on the stave. To know how to use standard musical notation of a crotchet, minim and semibreve.

L.I. To know the names of great composers from the time and place on a musical timeline	L.I. To describe the timbre of a piece of music	L.I. To know how to play and perform parts in solo and ensemble contexts with increasing accuracy and expression.	L.I. To know what a harmony part is.	L.I. To recognise a major scale pattern. To know what it means to play by ear. To know what a treble clef is and how this is drawn/placed on the stave	L.I. To understand 2, 3 and 4 metre and how rhythms fit into a steady beat (duration). To know how to use standard musical notation of a crotchet, minim and semibreve.
Listening and chronology	Meaning of timbre, listening and describing	Learn the melody of the songs	Learn harmonies	Discuss, listen, play major scales	Learn symbols and vocab, practise on instruments.

L.I. To know what a drone and melodic ostinato are and how they are played/sung in a piece of music	L.I. To practise and rehearse for performance	L.I. To perform a song with accompaniment	L.I. To evaluate a performance
Drone, ostinato, chords Use these to compose an accompaniment	Put together singing and accompaniment	Melody. Harmony, accompaniment	Critically listening suggesting improvements.

