

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 Exploration of Space



NC Objective

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.

	Knowledge I already know	Knowledge I will learn
Composing and Improvising	To create songs with an understanding of the relationship between the lyrics and melody.	To create increasingly complex rhythmic and melodic phrases within given structures. To use staff and musical notation when composing work, including indicating how many beats to play To understand how a wider range of dynamics and tempo can be used for expressive effect.
Listening	To recognise getting louder (crescendo) and quieter (diminuendo) in finer graduations when discussing dynamics. To develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs	To know and use the term 'timbre' when discussing the quality of vocal and instrumental pieces. To know and use the term texture when discussing layers of sounds. To develop an understanding of and recognise where drone and ostinato have been used (structure) To identify the relationship between sounds and how music can reflect different meanings confidently.
Artists, Styles and History	To know that Baroque music has quick changes in volume. To know that Baroque music sound dramatic. To know the names of Bach, Vivaldi and Handel and know they were composers in the Baroque period.	To know the names of great composers from a defined musical period— see the Key listening above for this topic.
Appraising	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To describe, compare and evaluate different types of music beginning to use appropriate musical vocabulary.




Gustav Holst

Key Listening in this topic

Gustav Holst – planets
Hans Zimmer – Where we're going (Interstellar)
Alan Silvestri – All that is or ever was or ever will be
John Williams – ET/Star wars
Richard Strauss – Also sprach Zarathustra

Key Vocabulary

Word	Definition
Tempo	The speed of a piece of music. It is measured according to beats per minute.
Texture	The layers of sound and how they interact within the piece of music.
Timbre	The tone that makes a sound or combination of sounds.
Drone	Long and sustained sounds such as notes and chords.
Ostinato	Short melodic phrases that are repeated.

L.I. To create increasingly complex rhythmic and melodic phrases within given structures.	L.I. To play a drone or ostinato to a piece of music	L.I. To use tempo in order to change dynamics of the music	L.I. To use staff and musical notation when composing work, including indicating how many beats to play	L.I. To understand how a wider range of dynamics and tempo can be used for expressive effect.	L.I. To know and use the term 'timbre' when discussing the quality of vocal and instrumental pieces.
Improvising different rhythms	Improvising drones and ostinato to different music	Change tempo to affect dynamics. Listen to examples and compose.	Using knowledge of staff and notation to start composing a space piece.	Discuss, listen, play different rhythms and tempos. Continue to adapt and edit composition.	Using different sounds to affect the timbre of the song. Continue to adapt and edit composition.
L.I. To know and use the term texture when discussing layers of sounds. L.I. To develop an understanding of and recognise where drone and ostinato have been used (structure)	L.I. To identify the relationship between sounds and how music can reflect different meanings confidently.	L.I. To describe, compare and evaluate different types of music beginning to use appropriate musical vocabulary.	L.I. To describe, compare and evaluate different types of music beginning to use appropriate musical vocabulary.		
Using different harmonies to create different textures in composition.	Listening and Appraising compositions	Critically listening suggesting improvements.	Time for children to improve and change compositions.		