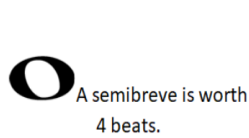




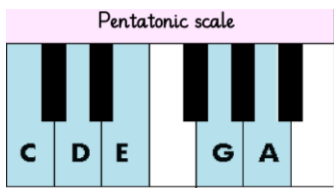
Key Vocabulary

|                   |                                                                                         |
|-------------------|-----------------------------------------------------------------------------------------|
| crescendo         | To gradually increase in loudness                                                       |
| diminuendo        | To decrease in loudness                                                                 |
| minim rest        | A half rest                                                                             |
| texture           | How the piece of music sounds overall                                                   |
| semiquaver        | A note equal to half of a quaver                                                        |
| semibreve         | A note with the same value as two minims                                                |
| pentatonic        | Relating to a scale of five notes                                                       |
| jazz              | Music of American origin (beginning of the 20th century) characterised by improvisation |
| timbre            | Relating to the distinct tone of a note                                                 |
| loop              | A sound that continually repeats                                                        |
| call and response | Where a second musical phrase is heard as a direct response to the first                |
| accompaniment     | A supporting piece, instrument or part                                                  |

Key Facts



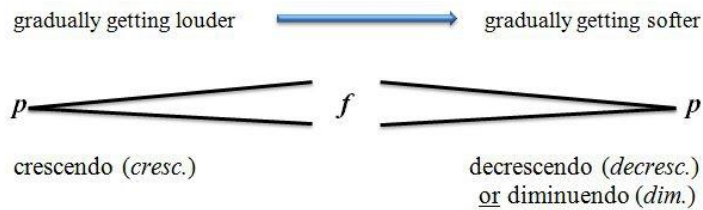
A pentatonic scale is a musical scale with five notes per octave. Pentatonic scales were developed independently by many ancient civilisations and are still used in various musical styles to this day. The picture shows a C Major pentatonic scale.



Key Questions

- What is a pentatonic scale?
- How are dynamics written on the staff?
- How can I describe pieces of music, using crescendo and diminuendo?
- What is a fanfare?
- What are some of the features of jazz music?
- How can I use technology to compose music?
- What was the Romantic era of music?

| Autumn 1: The Tudors                          | Autumn 2: The United Kingdom                                | Spring 1 and 2: The Journey of a River.                                                                                                                                                                                                                                                       | Summer 1 and 2: The Victorians                                                                                                                                                         |
|-----------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Listen and appraise music from the Tudor era. | Listen and appraise Jazz music. Perform and improvise Jazz. | Composition based on the theme of water and rivers. Consider the changing speed of water flow, linked to tempo. Use technology to record sample, loop and manipulate music. Layer loops over one another using ICT software. Score melody using simple notation. <b>Perform</b> compositions. | Explore the music of the Romantic era, Brahms, Chopin, Wagner, Verdi, Tchaikovsky (Western classical music) and compare to the Victorian music hall music (Link - History Victorians). |



How dynamics are displayed on a staff.

# Music – Year 5

## Key Skills

- Perform with sensitivity to different dynamics and tempo.
- Read and play with confidence from graphic or traditional notation.
- Recognise and begin to use musical notation and staff to represent duration and pitch, in particular – crotchet, minim, quaver and semibreve.
- Create simple melodies using up to five different notes and simple rhythms.
- Compose music using a range of symbols graphic or conventional to record compositions.
- Use technology to record, sample, loop, manipulate and sequence sounds.
- Identify features of expression within music eg dynamics, melody, harmony, and tempo
- Compare two pieces of instrumental music from different countries, genres or periods and discuss the similarities and differences
- Explore chords, both concord (a chord that is pleasing) and discord (lack of harmony in the notes used)
- Start to play with scales, such as blues and pentatonic (scales of five notes)
- Explore various styles and genres of music

## Influencing Musician

**Wilhelm Richard Wagner**

**Date: 1813-1883**



Wagner was a German composer, theatre director and conductor who is chiefly known for his operas. He is responsible for some of the world's most recognisable operas. These include 'Ride of the Valkyries', 'The Bridal Chorus' and 'Liebesnacht'.

## Key Facts

Jazz music is a broad style of music characterised by complex harmony, syncopated rhythms, and a heavy emphasis on improvisation. Musicians in New Orleans, Louisiana developed the jazz style in the early twentieth century. Jazz music overlaps with nearly every genre of music, from blues to rock to classical.



Duke Ellington

In the Tudor times many people had to make their own entertainment. The lute, a kind of stringed instrument that was similar to the modern guitar, was the most popular instrument during the Tudor period. Along with the cornet and the trumpet, which were often used by soldiers, the harpsichord, bagpipes, tambourine and recorder were all popular musical instruments at the time.



A fanfare would be played during the entrance of an important person, such as King Henry VIII, Elizabeth I or other nobility. Fanfares were usually played on trumpets because they made an impressive and dramatic sound. Here is an example of a simple fanfare:



## Links to other Subjects

Geography – Rivers

History – The Tudors and The Victorians.

Computing – Using music software to sample and edit music loops.

## Links to other Learning

**Year 4** - Play a tuned percussion instrument with increasing confidence when accompanying songs. Rehearse and perform their part within a song. Play music that includes rests (silence). Begin to play from simple traditional notation. Read and play from conventional music symbols. Listen to and follow musical instructions from a leader, stopping/starting, playing faster/slower and louder/quieter. Present a musical performance. Compose a simple rhythm accompaniment to a song. Help create at least one simple melody sing one three or all five different notes. Improvise using instruments in the context of a song they are learning to perform

**Year 6** - Read and play with confidence from graphic or pictorial notation. Perform and react to different tempos and dynamics. Perform own compositions to an audience. Read and play with confidence from graphic or traditional notation. Perform as part of a small ensemble on a tuned instrument. Conduct/lead a group in rehearsal or performance. Listen to and follow musical instructions from a leader