



Key Vocabulary

a cappella	Singing without any musical accompaniment.
dynamics	The volume of the music (loud or quiet).
call and response	Musical phrases in which one person sings or plays something and others sing or play something back, in reply.
chord	Two or more musical notes that are played together.
ostinato	A short rhythm that is repeated again and again in a music piece
poly-rhythms	Multiple different rhythms played at the same time

Key Skills

Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Comparing, discussing and evaluating music using detailed musical vocabulary.

Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Improvising coherently within a given style.

Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Using staff notation to record rhythms and melodies.

Music Year 5 Autumn 2 South and West Africa



call and response rhythms



Kapow
Primary

Key Questions

What is a traditional African song?

How do you play a chord progression using tuned percussion?

How can you perform a piece of music as an ensemble?

How do I play call and response rhythms?

What is an eight-beat break within a performance?

Links to other Learning

EYFS - Big band - identify and copy sounds.

Year 1 - Pulse

Year 2 - Call and response

Year 3 - Jazz

Year 4 - Rock and Roll

Year 6 - Baroque

Links to other Subjects

PHSE - Working together

History - Black history month