





<p>Year Group: Y5</p>	<p>Title: Viewing Space</p>
<p>National Curriculum coverage: 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 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>	<p>Context: This topic was chosen to compliment the art, science, D&T and computing work It moves the children on from their untuned percussion work in Y4 by using more complex rhythms, using pitch more frequently and composing for clear purposes It prepares children for the performance work in Y6 as they begin to perform accompaniments as well as songs to improve their team work and aural skills</p>
<p>Concepts:</p> <ul style="list-style-type: none"> • Listening • Performing • Composing • Evaluating 	<p>Pre & Post Learning: Defining the key vocabulary</p>
<p>Visits and Visitors: Animation Workshop</p>	<p>St. Mary's Experience: Make a film and have a premiere</p>
<p>Careers/preparation for adulthood:</p> <p> Listening & Talking About Music</p> <ul style="list-style-type: none"> • Music journalist • Music producer • Radio presenter • Teacher <p> Singing with Confidence</p> <ul style="list-style-type: none"> • Professional singer • Musical theatre performer • Choir leader • Voice coach <p> Playing Instruments</p> <ul style="list-style-type: none"> • Orchestral musician • Band member • Music therapist • Film and TV musician <p> Composing & Writing Music</p> <ul style="list-style-type: none"> • Composer • Songwriter • Film or game music composer 	<p>Key People:</p> <p>Georges Méliès John Barry John Murphy Mark Mothersbaugh Gustav Holst</p>

Catholic Social Teaching:





Promoting Peace – We work in groups to create our music. We are responsible for ensuring peaceful working environment.


Participation – We work as a class team to create musical performances. Everyone's contribution matters.




British Values:

 **Democracy** - Pupils learn that everyone has a voice and that decisions can be made fairly.

 **Rule of Law** - Pupils understand that rules help everyone work safely and successfully – link to following the written notations & etiquette for rehearsals & performances

 **Mutual Respect** - Listening carefully to others' performances and giving constructive feedback. Working cooperatively in part-singing and ensemble playing. Acknowledging different strengths within the group.

 **Tolerance** – Appreciation of diversity and different cultural traditions.

 **Individual Liberty** - Pupils are encouraged to express themselves safely and respectfully

End points (by the time pupils leave St. Mary's):

1. Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
2. Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
3. Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
4. Compose for a purpose and notate it using the stave or alternative notation

Prior knowledge:

Y3

- Listen to a piece of music and use Italian vocabulary comment on the tempo and dynamics and any changes in either of these
- Perform (sing) with accuracy of pitch and tempo in an ensemble
- Perform (play) short and simple rhythms with fluency on untuned percussion following notation
- Create a musical sequence to invoke a specific mood
- Notate a simple composition using crotchets, quavers, crotchet rests and some expressive symbols

Y4

- Listen to a piece of music and make a comment on the time signature, texture and articulation (using Italian vocabulary)
- Perform (sing) and maintain vocal control whilst singing in parts
- Perform (play) notation on the stave which uses crotchets, quavers, crotchet rests and minims
- Compose a musical sequence giving thought to how it should be played
- Notate a composition on the stave

Future knowledge: Y6

- Listen to a piece of music and make an accurate comment using a wide range of musical vocabulary
- Perform (sing) with accuracy, fluency, control and expression within solo and ensemble settings including part songs
- Perform (play) with accuracy, fluency, control and expression in solo and ensemble settings including part songs
- Compose for a purpose and notate it using the stave or alternative notation

<p>Crucial knowledge: Y5</p> <ul style="list-style-type: none"> Listen to a piece of music and predict if it is major or minor and give a detailed comment on the dynamics using Italian vocabulary Perform (sing) in parts with fluency and accuracy Perform (play) untuned percussion following the stave fluently with accurate rhythms Compose contrasting musical phrases to make the listener think of different themes Notate a composition using methods alternative to the stave 	<p>Vocabulary</p>	
	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Minor Major Triad Accompaniment</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>Fortissimo Mezzo forte Pianissimo Mezzo piano Semibreve Stave Staff notation</p>
<p>Songs known by the end of Y5 selected from the following list (but not limited to):</p> <ul style="list-style-type: none"> A setting of a Psalm Fly Me To The Moon Selection of WW2 songs e.g. We'll Meet Again, Pack Up Your Troubles, There'll Always Be An England, White Cliffs Christ Be Our Light Jesus Christ I Think Upon Your Sacrifice Do This In Memory Of Me The Angel Gabriel Silent Night Silent Night (German) Maranatha (2 parts) 	<p>Other musical opportunities:</p> <ul style="list-style-type: none"> Violin lessons Keyboard lessons Clarinet lessons Choir Musical theatre club St. Mary's Young Musician Of The Year School music concerts Watching a live musical performance Young Voices 	
<p>Yearly Musical Opportunities</p>		
<p>Autumn Term:</p> <ul style="list-style-type: none"> Weekly singing assemblies Musician of the month War songs in history Advent presentation Mass Carols by candlelight Christingle 	<p>Spring Term:</p> <ul style="list-style-type: none"> Weekly singing assemblies Musician of the month Biome soundscape in geography Holy Week presentation Mass 	<p>Summer Term:</p> <ul style="list-style-type: none"> Weekly singing assemblies Musician on the month Space project Music assembly Mass World music day events