

Highgate Primary School

Music Curriculum 2024

Year 5

Key strands:

Singing

Listening

Performing

Composing

Musicianship

A Victorian Education	What Price Progress?	Our Place in Space	Highgate N6	Benin - An African Kingdom	A Village School
<p>A Victorian Education</p> <ul style="list-style-type: none"> To learn about some key changes to music around the Victorian Era. To understand how music was first recorded. To understand about the importance of Music Halls in Victorian times. To become familiar with some of the work of Gilbert and Sullivan To listen with attention to detail and recall sounds with increasing aural memory To compose a song inspired by Gilbert and Sullivan To create a market street cries scene based on Oliver and Victorian markets To learn to sing a Victorian Music Hall song with expression and awareness of audience 	<p>Christmas Performance</p> <ul style="list-style-type: none"> To learn to sing a range of songs from our Christmas production To sing with increased expression, breath control and pitch accuracy. To begin to sing in parts where appropriate To prepare to move expressively to music as part of our Christmas production 	<p>Our Place in Space</p> <ul style="list-style-type: none"> To listen with focus and appraise To develop an understanding of musical moods To use musical elements to describe music such as timbre, duration, pitch, dynamics, tempo and texture. To understand the use of clusters. To understand the meaning of Texture in music and its effect. To read the rhythm for the ostinato from Mars. To create simple ostinatos To compose a simple piece about Mars Bringer of war with an ostinato using tuned and untuned instruments. To compose a space Rondo using the inter-related dimensions of music To think about the mood they want to achieve through their composition To evaluate and edit their compositions To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<p>Continuing Space</p> <ul style="list-style-type: none"> To listen to digital space music and discuss the differences between this and acoustic space music. To understand the difference between sampling and synthesised sounds To recognise a theramin and how it produces sound To begin to explore using Garage Band To begin to compose a space Rondo using Garage Band To think about the range of musical elements when composing To evaluate and edit their compositions To compare the acoustic and digital compositions. 	<p>Samba</p> <ul style="list-style-type: none"> To Learn about the origins of Samba To learn about Batucado, the Rio Carnival and Samba Schools To become familiar with some of the instruments used in samba: ganza, Caixa, agogo-bell, tamborim, repenique, apito and surdo To read the Son Clave rhythm To discuss differences in Tempo and their effect. To learn to play some Samba instruments To play steady rhythms To begin to gain confidence playing the instruments To listen to each other and play together To learn to play a Son Clave Rhythm To play 4 different rhythms simultaneously together as a class ensemble. To maintain a steady rhythm and recognise a range of different Samba rhythms To react to call and response patterns and follow directions from a lead player. 	<p>The Fresh Prince of Bel-Air</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To recognise different styles of music To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To Listen carefully and respectfully to other people's thoughts To think about the structure of songs To play and perform rap songs with increased expression Play a musical instrument with the correct technique within the context of the Unit song. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group.

					<ul style="list-style-type: none"> • To sing with awareness of being 'in tune'. • To listen to the group when singing • To improvise and compose music for a range of purposes using the inter-related dimensions of music • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • To Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • To identify and move to the pulse with ease.
<p>Listening and Appraisal: Gilbert and Sullivan – Mikado, H.M.S. Pinafore and The Pirates of Penzance Don't Dilly Dally on the way A bicycle made for two</p>		<p>Gustav Holst – The Planets Atmosphere - Gyorgy Ligeti Space Oddity – David Bowie Mozart – Rondo in B Flat Major</p>	<p>A range of electronic space music; Mare Tranquilatis, Discovering alternate realms Music using Theramin; Midsomer Murders, Dr Who.</p>	<p>A range of Brazilian Samba e.g. Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos</p>	<p>Fresh Prince Of Bel-Air by Will Smith Me, Myself And I by De La Soul Ready Or Not by The Fugees Rapper's Delight by The Sugarhill Gan U Can't Touch This by MC Hammer It's Like That by Run DMC</p>