

Year 5 ADVENT 1

Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece.					
New knowledge	Pupils will: Learn how to conduct and be able to conduct along to recorded music. Use new conducting skills to alter the music they play as a class.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the instruments of the orchestra. Pupils will know the families of instruments through <u>listening</u> . Pupils will know what a conductor is and their role within the orchestra. Pupils will know what a “Down beat” is within music.	Pupils will know how to <u>perform</u> the piece with <u>improvisation</u> by recapping and recalling the work in year 4. Pupils will know how to play musically and with <u>musicianship</u> .	Pupils will know how to rehearse the new notes for the extension parts of the piece. Pupils will know how to play new notes required for these new parts. Pupils will <u>perform</u> together the first part of the new harmonised parts with a backing track.	Pupils will know how to <u>improvise</u> in with the backing. Pupils will know how to use at least 4 notes to <u>improvise</u> .	Pupils will know how to <u>perform</u> the whole piece reading from stave notation. Pupils will know how to <u>improvise</u> within the middle section, by ear, using at least 4 notes. Pupils will appraise and evaluate their <u>performance</u> .	Pupils will rehearse and <u>perform</u> the piece in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u> . Pupils will <u>perform</u> both.
Vocabulary	Percussion	Improvisation	Crotchet	Time Signature	Appraise	Conductor

Individual Lesson Plan	<ul style="list-style-type: none"> • Play the guess the instrument video without showing the answers. How many instruments can the pupils identify? • Watch each of the BBC videos for each instrument family, discussing the characteristics of each family. • Watch the BBC video on the conductor, pupils to join in with the activity on the clip, learning about the down beat and how to control the volume through conducting. • Plenary: Q and A the different instrument families. Pupils to list as many new instruments they now know as they can. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Play the video of Gregorian chant from Y4 Pentecost. Can pupils identify the style, remembering back to Y4? • Give pupils their parts to Tribal Groove from the end of Pentecost 2 summer concert. • Revise notation reading from these scores. • Split into instrument groups to revise the part they played at the end of the last topic. (If new instrumentation is being added use the easier part until confidence established on new instrument.) • Plenary: Class to come back together to perform their part along with the backing track. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Revise the instrumental parts played last week (Those parts played at the end of year 4) • Give pupils the extension parts relevant to their playing level. Some may stay on the earlier level part. • Split into instrument groups to explore the new parts, learning any new notes and reading from the stave. • Plenary: Class come back together to put all levels of parts together with the backing track. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Split into instrument groups to explore the improvisation section. Pupils will improvise on at least 4 notes within the style of the music. • Using the backing track, pupils to demonstrate their improvisation. • Plenary: Put all sections of the piece together with the backing track, including the differentiated parts, reading from stave notation. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Ahead of an end of topic performance next week, rehearse the full piece Tribal Groove, reading from stave notation and including improvisation within the middle section on at least 4 different notes. Record the performance of this rehearsal. • Watch/ listen to the recording. What went well? Are there any changes required? • Plenary: Perform the piece again, making any relevant changes. 	<ul style="list-style-type: none"> • Recall key performance skill techniques discussed last lesson. • Discuss appraisal from plenary last lesson. • Rehearse pieces with any changes to be made implemented. • Plenary: Perform and video concert.
-------------------------------	---	---	--	---	---	--

Year 5 ADVENT 2						
Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Improvise on one or two notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece.					
New knowledge	Pupils will: Learn and confidently use the terminology for dynamics. Listen to film music and be able to describe it with musical terminology: Major, Minor, Forte, Piano, Accented etc.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know what orchestral film music sounds like through <u>listening</u> . Pupils will know how to play with dynamic contrasts <i>mp</i> and <i>mf</i> . Pupils will know how to play the notes for the new piece.	Pupils will know how to <u>perform</u> the piece from stave notation. Pupils will know how to conduct crescendos and diminuendos Pupils will know how to conduct a 4/4-time signature. Pupils will know how to lead a school ensemble.	Pupils will know the new piece through <u>listening</u> . Pupils will know how to <u>perform</u> section A of the piece from stave notation. Pupils will know what a crescendo and a diminuendo is.	Pupils will know how to <u>perform</u> section B within the piece, linking to Section A. Pupils will know what an accent looks like and how to play it.	Pupils will know how to play section C to the end, understanding and demonstrating crescendo. Pupils will know how to link all sections of the piece. Pupils will appraise and evaluate their rehearsal and <u>performance</u> .	Pupils will rehearse and <u>perform</u> the pieces in a whole school performance. Pupils will <u>perform</u> musically and with <u>musicianship</u> .
Vocabulary	Dynamics	Layering	Down beat	Crescendo	Accent	Conductor

Individual Lesson Plan	<ul style="list-style-type: none"> • Watch the video of the orchestra playing “Pirates of the Caribbean” how many instruments can the pupils now identify? • Pirates was written by Hans Zimmer and Klaus Badelt, but can pupils name any other composers of film music? • Watch the video “Meet John Williams”. Can pupils name any other film music composed by John Williams? What is it about his music that makes it good for films? (Dynamics etc) • Play pupils the backing to “Pirates of Nottingham” and give them their instrument part. • Discuss basic dynamics. Can pupils identify any on their score? Can pupils demonstrate dynamics on their instrument using last 2 bars? • Plenary: What are the dynamic marking we have learnt today? 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Recap dynamics from last lesson; pupil led conduction of crescendo in last 2 bars. • Learn how to conduct 4 beats in a bar, all pupils conducting along with staff to the backing track. • Discuss layering section, understanding how to count out empty bars before playing. • Split into instrument groups and to learn the remaining section of the piece, reading from stave notation. • Plenary: Come together to perform and record Pirates of Nottingham. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Listen to the Cagney and Lacey TV theme tune, a typical example of a 1980’s American TV show theme tune, with a similar style to the new piece “Movie Buster” • Show pupils their notation part for the new piece “Movie Buster” Learn about and demonstrate accents. • Separate into instrument groups to learn the rhythm and stave notation for section A. • Plenary: Come together to perform section A of Movie buster with the backing track, reading from stave notation. 	<ul style="list-style-type: none"> • Recall musical knowledge from last lesson. • Separate into instrument groups to learn section B of the piece Movie Buster reading from stave notation. • Come back together as a class to perform section B together with the backing track. • Plenary: Perform section A and B of Movie Buster, to the backing track, reading from stave notation. 	<ul style="list-style-type: none"> • Recall musical vocabulary from last lesson. • Separate into instrument groups to learn section C of the piece Movie Buster reading from stave notation. • Come back together as a class to perform section C with the backing track. • Perform and record the whole piece together reading from stave notation. • Plenary: Listen/ watch recording. What went well? What changes might need to be made? 	<ul style="list-style-type: none"> • Recall key performance skill techniques discussed last lesson. • Discuss appraisal from plenary last lesson. • Rehearse pieces with any changes to be made implemented. • Plenary: Perform and video concert.
-------------------------------	---	--	--	--	---	--

