

## Year 5 and 6: Music Overview

Title	Core Skills	Challenge	Target Tracker Statements
<p><b>On Going Skills:</b> Historical Composer Focus: Johan Sebastian Bach</p> <p>(This may change depending on what pieces of music children are learning in their music lessons.)</p> <p>Focus on a composer that the chd are actually learning a piece by.</p> <p>Same questions below will apply.</p> <ul style="list-style-type: none"> <li>• Can chd discuss the time period. March 21, 1685</li> <li>• Can they establish that this period in music is called the Baroque period and place it on a timeline? What was happening at the time, give context?</li> <li>• Place of birth</li> <li>• Can they identify the purpose of Bach's music?</li> </ul> <p><b><u>Instrumental Tuition:</u></b></p>	<p style="text-align: center;"><b><u>Through music tuition can children:</u></b></p> <ul style="list-style-type: none"> <li>• Can they identify different note values?</li> <li>• Can they identify <b>crotchets</b>?</li> <li>• Can they identify <b>minims</b>?</li> <li>• Can they identify <b>quavers</b>?</li> <li>• Can they identify <b>semi-quavers</b>?</li> </ul> <p>This can be achieved with clap activities. Cross curriculum links with Maths and fractions. E.g. 4 semi quavers per beat, 1 whole split into quarters. Also their instrumental tutor will need to be explicit with note value</p> <ul style="list-style-type: none"> <li>• Extension: Introduce triplets ( 1 beat split into 3 quavers, essentially thirds)</li> <li>• Emphasis is also on time signature. Children need to be learn and discuss the different time signatures. 4/4 time, 3/4 time and 4/8 time.</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge is based around improvisation. The teachers will play 3 bars of music and the children will be asked to complete the phrase (the final bar). This will encourage musical creativity and the understanding of resolution in music. This will also consolidate their understanding of time signatures and note value. Pitch is not a priority at this point.</li> <li>• Can they compose 4 bars of music using different time signatures and the use of crotchets, minims, quavers and semi-quavers?</li> </ul> <p>There is no emphasis on changing the note, the emphasis is on rhythm and phrase construction.</p> <ul style="list-style-type: none"> <li>• Listen to pieces of Bach, can chd determine what time signatures the pieces are written in?</li> </ul> <p>Possible CPD training on genres, opera and ballet at the royal opera house.</p>	<ul style="list-style-type: none"> <li>• <b>Use and understand staff and other musical notation.</b></li> <li>• <b>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</b></li> <li>• <b>Demonstrate a developing understanding of the history of music.</b></li> <li>• <b>Play and perform in solo ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.</b></li> </ul>

<p>Violin, Guitar and Trumpet (All tutors have 3 hours of PRT time, so any direction will be given during this time.)</p>			
<p><b>On Going Skills:</b> Historical Composer Focus: Wolfgang Amadeus Mozart</p> <p>(This may change depending on what pieces of music children are learning in their music lessons.)</p> <p>Focus on a composer that the chd are actually learning a piece by.</p> <p>Same questions below will apply.</p> <ul style="list-style-type: none"> <li>• Can chd discuss the time period: January 27, 1756</li> <li>• Can chd establish that this period in music is called the Classical period and place it on a timeline? (growing timeline in the music room) What was happening at the time, give context?</li> <li>• Place of birth</li> <li>• Can chd identify the</li> </ul>	<p><b><u>Through tuition can children:</u></b></p> <ul style="list-style-type: none"> <li>• Can chd identify different notes Including sharps and flats?</li> <li>• Can chd discuss the idea of an octave? (AbcdefgA)</li> <li>• Can children notate different notes on manuscript?</li> <li>• Can children play a scale and an arpeggio( on their chosen instrument) according to the repertoire the children are learning? I.E. if the children are learning a piece with a key signature of G major they need to learn how to play G major scale and arpeggio.</li> <li>• Can chd begin to understand the role of dynamics in music? Music is either going towards a point or away from the point.) They need to be able to identify <b>f mf mp p pp</b> dynamic markings and understand how to change their playing style in order to show these dynamics in their performance.</li> </ul> <p>(Possible trip to see the London Symphony Orchestra perform at</p>	<ul style="list-style-type: none"> <li>• Challenge is based on aural skills. Children to need to listen to live recordings of the pieces they are performing and play along with the correct tempo, they will need to show precision in their intonation this will guarantee a high quality performance. Dynamics at this point must be instilled in their practice.</li> <li>• Chd need to listen to a wide variety of music by the selected composers and try to determine what instruments are being played and why the composer has selected these instruments.</li> <li>• Children can now begin to compose 8/16 bars of music either through notation and manuscript or the use of Garage Band. They will need to include everything they have learned so far, including their understanding of pitch, tempo, dynamics, key signatures and note value.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use and understand staff and other musical notation.</b></li> <li>• <b>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from</b></li> <li>• <b>Demonstrate a developing understanding of the history of music.</b></li> <li>• <b>Play and perform in solo ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.</b></li> <li>• <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></li> </ul>

<p>purpose of Mozart's music?</p> <ul style="list-style-type: none"> <li>• Can chd discuss Mozart's musical abilities, he played numerous instruments from a young age. He was considered to be the first celebrity of western music.</li> </ul>	<p>the Barbican?)</p>		
<p><b>On Going Skills:</b> Historical Composer Focus: Ludwig Van Beethoven</p> <p>(This may change depending on what pieces of music children are learning in their music lessons.)</p> <p>Focus on a composer that the chd are actually learning a piece by.</p> <p>Same questions below will apply.</p> <ul style="list-style-type: none"> <li>• Can chd discuss the time period: December 1770</li> <li>• Can chd establish that this period is closely related to Mozart's classical period however it is the beginning of the romantic period and place it on a timeline? (growing</li> </ul>	<p><b><u>Children will now start to prepare for their graded exams.</u></b></p> <p><b><u>GarageBand</u></b></p> <p>Can chd start using the iPads to create rudimentary pieces of music using the rhythm section(drums), string section and brass section?</p> <p>Can chd layer the music with precision using correct time signatures, key signatures and their knowledge of note value and pitch?</p> <p>Can children learn all the required scales and arpeggios to ensure success in their exams?</p> <p>They will also need to practice their music theory knowledge and aural skills.</p>	<p><b><u>Children will now start to prepare for their graded exams.</u></b></p> <ul style="list-style-type: none"> <li>• The children can now start to learn pieces of music that are written in harmony. This will involve guitar ensembles, brass bands and violin quarters or octets. This will give them the opportunity to play and perform in front of the school and possibly in the governors' achievement awards.</li> <li>• Chd still need to listen to a wide variety of music by the selected composers and try to determine what instruments are being played and why the composer has selected these instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use and understand staff and other musical notation.</b></li> <li>• <b>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from</b></li> <li>• <b>Demonstrate a developing understanding of the history of music.</b></li> <li>• <b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b></li> <li>• <b>Play and perform in solo ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression.</b></li> <li>• <b>Listen with attention to detail and recall sounds</b></li> </ul>

<p>timeline in the music room) What was happening at the time, give context?</p> <ul style="list-style-type: none"><li>• Place of birth</li><li>• Can chd identify the purpose of Beethoven's music? Unlike Mozart who wrote for kings and queens Beethoven was famous for the aesthetic value of his music.</li><li>• Can chd discuss Beethoven's musical abilities, he played numerous instruments but was almost completely deaf and near to the end of his life he was completely deaf. He is the pioneer of romanticism as he signified the hero's struggle against adversity – his deafness.</li></ul>	<p>I will talk to instrumental teachers about this nearer to the time.</p>		<p><b>with increasing aural memory.</b></p>
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