

Terms 5-6

**New Vocabulary:**

Pulse, rhythm, compose, high, low, fast, slow, rest

**Musical Skills:**

Listening and moving/clapping along to the pulse in a song.

Copying simple rhythms by clapping.

Composing own clapping rhythms using pre-created pictures to represent rhythms.

Listening to sounds and identifying high, low, fast and slow sounds.

Identifying a rest and knowing not to sing in that part.

Terms 5-6

**New Vocabulary:**

Graphic score, composing,

**Musical Skills:**

Listening to sounds in the environment and representing those sounds by pictures and symbols.

Thinking carefully about which sounds could be represented by instruments in the song Hickory Dickory dock.

Creating a graphic score for the song so ideas are represented on paper.

Thinking about how music can enhance storytelling.

Using graphic score knowledge, compose some musical enhancements to a known story—The Three Little Pigs.

**Performance Opportunities:**

Performing compositions based on graphic scores in small groups.

Recapping performance skills such as looking at audience.

Appraising group performances and seeing how they could be improved.

Terms 5-6

**New Vocabulary:**

Do, re, mi, stick notation, one beat, half a beat, rest, composing, glockenspiel, pitch pattern, improvising, call and response,

**Musical Skills:**

Recapping knowledge of the word pitch.

Listening to higher and lower pitched sounds and responding with bodies.

Representing change in pitch with actions.

Learning how to read a pitch pattern and play one on the glockenspiel.

Composing own melodies with a pitch pattern.

Learning what improvising means and listening to jazz music which is often improvised.

Clap some call and response patterns with a partner.

Improvise some call and response patterns on the glockenspiel

Composing using stick notation and pitch patterns together

**Performance Opportunities:**

Perform a simple improvisation to the class or group.

Perform some composed melodies to a partner, group or class.

Perform class song as a whole class ensemble.

Terms 5-6

**New Vocabulary:**

Forte, piano, crescendo, de-crescendo, tempo

**Musical Skills:**

Learning the Italian words for some dynamics.

Listening to pieces of music and identifying those dynamics.

Thinking about why musicians and composers choose different dynamics in their music and what it makes you feel as a listener.

Similarly with tempo, thinking about how tempo affects the mood of the music.

Listening to a piece of music and drawing what comes to mind, what it makes you think of.

Composing music to add to a short video about Jesus calming the storm.

**Performance Opportunities:**

Performing class song as a whole class ensemble.

Performing compositions in small groups to class.

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**New Vocabulary:**

*Consolidation of known vocabulary*

**Musical Skills:**

Continuing to play Ode to Joy on the glockenspiel

Listening to some storm themed music and thinking about how the artists represented the thunder in their music.

Using prior knowledge of Kodaly notation and bars when composing own backing music to play along with the song Thunder.

**Performance Skills:**

Performing class song as part of a whole class ensemble.

Performing group composition to be recorded and appraised.

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**New Vocabulary:**

Parts of a drum kit, loop, music technology,

**Musical Skills:**

Continuing to play Ode to Joy on the glockenspiel

Using musical technology on garageband to explore the drum kit and various sounds.

Similarly for other instruments such as the guitar and keyboard.

Listening to Hans Zimmer and thinking about how he created his music to go with a video of the Earth.

Using garageband to create a backing music to play to the clip Hans Zimmer used.

**Performance Skills:**

Performing Ode to Joy as part of a whole class or small group glockenspiel ensemble.

Performing class song as part of a whole class singing ensemble.

Terms 5-6

**New Vocabulary:**

round

**Musical Skills:**

Singing class song in two parts—Touch the Sky from Brave.

Opportunity to take a solo line during class song.

Playing the recorder in a round.

Using knowledge of staff notation and Kodaly notation, compose a piece to play on the recorder.

**Performance Skills:**

Opportunity to perform in end of year play, performing to an audience of parents as well as to other classes.

Perform recorder composition to others in class.