

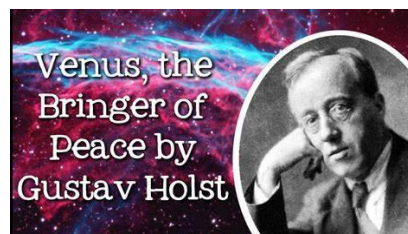
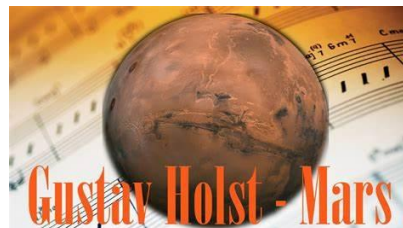
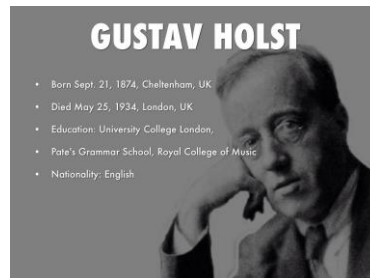
# Year 5 Music:

## Spring term – Holst- The Planets

### Prior Learning

Children have...

- identified and moved to the pulse with ease.
- recognised and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities
- thought about the message of a song and talked about music and how it makes them feel, using musical words with more confidence.
- listened to and appraised music from the famous composer Bizet
- Performed as an ensemble
- Invented their own musical motifs
- Improvised and composed music for a range of purposes



### Vocabulary

- Pulse, rhythm, pitch, dynamics, tempo, duration, timbre, structure, texture, notation, ostinato, melody, musical phrase, repetition, notation, glockenspiel, chord. Scale, drone, musical phrase

### Sticky knowledge

*Children will learn to...*

- improvise more confidently by responding to a piece of music through:
  - Clapping □ Singing □ playing a variety of instruments
- explore short rhythmic and melodic ostinatos on tuned and untuned instruments
- talk about music and how it makes them feel, using musical words with more confidence.
- listen to and appraise music from a famous composer - **Holst**
- create simple melodies using up to five notes and simple rhythms that work with the style of a song.
- use notation to record groups of pitches (chords)
- compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects



# Year 5 Music: Recorders

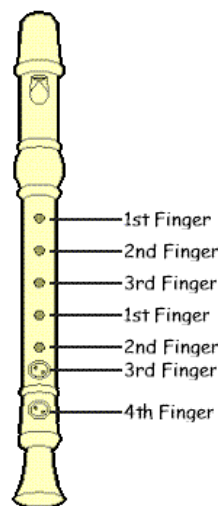
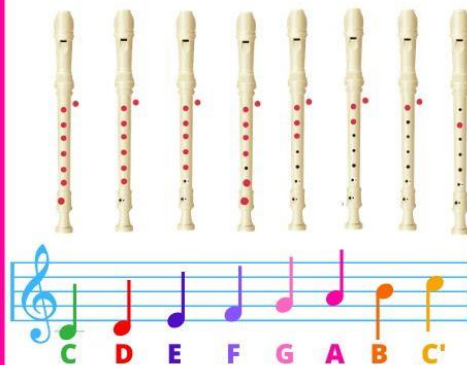
## Spring term 2



### Prior Learning

- Maintain two or more different ostinato patterns in a small instrumental group against a steady beat.
- Play music that includes a rest
- Play by ear – find known phrases or short melodies using tuned instruments
- Play music in a metre of 2 or 3 time
- Read and play from some conventional music symbols
- Combine instrumental playing with narrative and movement
- Follow a leader, stopping/starting, playing faster/slower, and louder/quieter
- Perform to an audience of adults, an assembly or other classes with increasing confidence

### Recorder NOTES Chart



### Vocabulary

- recorder, notes, notation, score, solo, unison, ensemble, phrases, drone, melodic, part, round, canon

### Sticky Knowledge

- Play a range of percussion and orchestral instruments with increasing confidence and ability
- Play and improvise as part of a group and as solo performer
- Maintain own part in a small instrumental group
- Play with a sense of pulse in a variety of metres
- Perform a piece of music using notation (graphic or conventional)
- Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
- Sustain a melodic ostinato or drone to accompany singing/other instruments
- Perform expressively showing an understanding of the music and its context
- Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly