

Music

Year 5

Vocab




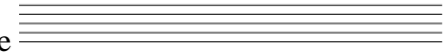
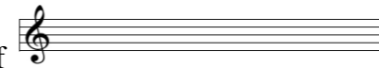



I. ELEMENTS OF MUSIC

A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
- Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.
- Discriminate between fast and slow; gradually slowing down and getting faster.
- Discriminate between differences in pitch: high and low.
- Discriminate between loud and soft; gradually increasing and decreasing volume.
- Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).
- Sing unaccompanied, accompanied, and in unison.
Recognise harmony; sing simple rounds and canons.
- Recognise verse and chorus
- Continue work with timbre and phrasing.
- Recognise theme and variations, and listen to Mozart, Variations on 'Ah vous dirai-je Maman' (familarly known as 'Twinkle Twinkle Little Star').
- Sing or play simple melodies.

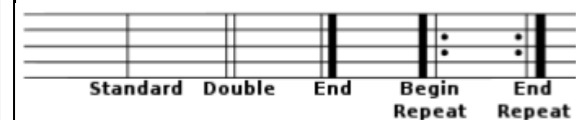
A. NOTATION

Review the following notation:


- Crotchet 
- Minim 
- Semi-breve 
- Stave 
- Treble clef and names of lines and spaces in the treble clef 
- Crotchet rest 
- Minim rest 
- Semibreve rest 


Understand the following notation

- Double bar line, bar, repeat signs



- Quaver: the length of half a crotchet 

- Time signature: 4/4 quadruple time, as in four crotchet beats 

- Time signature: 2/4 duple time, as in two crotchet beats 

Rhythm
Melody
Harmony
Form
Timbre
Volume
Pitch
Legato
Staccato
Verse
Chorus
Phrase

Crotchet
Minim
Semi-breve
Stave
Treble clef
Rest
Repeat
Quaver
Time signatures
(4/4, 2/4, 3/4)
Soft
Very soft
Loud
Very loud
Tide
Dotted
Sharp
Flat
Da Capo
De Capo
Al fine

Year 6

Vocab




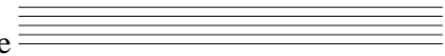
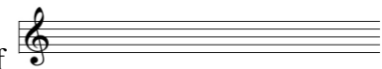



ELEMENTS OF MUSIC

A. ELEMENTS

- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
- Recognise a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and syncopation patterns.
- Discriminate between fast and slow; gradually slowing down and getting faster; accelerando and ritardando.
- Discriminate between differences in pitch: high and low.
- Discriminate between loud and soft; gradually increasing and decreasing volume; crescendo and diminuendo
- Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).
- Sing unaccompanied, accompanied, and in unison.
- Recognise harmony; sing rounds and canons; two- and three-part singing.
- Recognise verse and refrain.
- Recognise theme and variations.

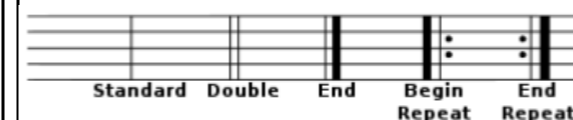
B. NOTATION


Review the following notation:


- Crotchet 
- Minim 
- Semi-breve 
- Stave 
- Treble clef and names of lines and spaces in the treble clef 
- Crotchet rest 
- Minim rest 
- Semibreve rest 


Understand the following notation

- Double bar line, bar, repeat signs





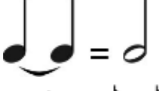





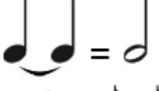





- Quaver: the length of half a crotchet 

- Time signature: 4/4 quadruple time, as in four crotchet beats 

- Time signature: 2/4 duple time, as in two crotchet beats 

Rhythm
Melody
Harmony
Form
Timbre
Pitch
Rhythm
Syncopated
Accelerando
Ritardando
Crescendo
Diminuendo
Legato
Staccato
Rounds
Canons
Harmony
Verse
Refrain

Crotchet
Minim
Semi-breve
Stave
Treble clef
Rest
Repeat
Time signatures
(4/4, 2/4, 3/4)
Soft
Very soft
Loud
Very loud
Moderately soft
Moderately loud
Middle C
Tide notes
Dotted
Sharps
Flats
Di Capo
Di
Capo Delfino
Semi quavers

<ul style="list-style-type: none"> Time signature: 3/4 triple time, as in three crotchet beats  Soft: <i>p</i> Very soft: <i>pp</i> Loud: <i>f</i> Very loud: <i>ff</i> <p>Understand the following notation:</p> <ul style="list-style-type: none"> Moderately soft: <i>mp</i> Moderately loud: <i>mf</i> Middle C in the treble clef  <ul style="list-style-type: none"> Tied notes  Dotted notes  Sharps  Flats  Da Capo (D.C.): meaning 'from the beginning' Da Capo al fine (D.C. al fine): meaning 'repeat from beginning to the fine (end) mark' 		<ul style="list-style-type: none"> Time signature: 3/4 triple time, as in three crotchet beats  Soft: <i>p</i> Very soft: <i>pp</i> Loud: <i>f</i> Very loud: <i>ff</i> <p>Understand the following notation:</p> <ul style="list-style-type: none"> Moderately soft: <i>mp</i> Moderately loud: <i>mf</i> Middle C in the treble clef  <ul style="list-style-type: none"> Tied notes  Dotted notes  Sharps  Flats  Da Capo (D.C.): meaning 'from the beginning' Da Capo al fine (D.C. al fine): meaning 'repeat from beginning to the fine (end) mark' <p>Understand the following notation and terms:</p> <ul style="list-style-type: none"> Time signature 4 can be expressed as C ('Common' time) 4 Semi-quavers: the length of a quarter of a crotchet (or half of a quaver)  The number of beats for semi-breves, minims, crotchets, quavers, and semi-quavers 	Semi breve
<p>II. LISTENING AND UNDERSTANDING</p> <p>A. THE ORCHESTRA Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, The Young Person's Guide to the Orchestra.</p> <p>B. VOCAL RANGES Teachers: Students should learn to recognise and name the different vocal ranges, and apply their knowledge by beginning part singing. Recognise vocal ranges of the adult female voice:</p> <ul style="list-style-type: none"> High = soprano Middle = mezzo soprano Low = alto <p>Recognise vocal ranges of the male voice:</p> <ul style="list-style-type: none"> High = tenor Middle = baritone Low = bass <p>C. COMPOSERS AND THEIR MUSIC Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works. George Frederic Handel, 'Hallelujah Chorus' from The Messiah, Franz Joseph Haydn, Symphony No. 94 ('Surprise') Scott Joplin, Maple Leaf Rag, Wolfgang Amadeus Mozart, The Magic Flute, selections, including: Overture Introduction, Zu Hilfe! Zu Hilfe! (Tamino, Three Ladies) Aria, Der Vogelfänger bin ich ja (Papageno) Recitative and Aria, O zittre nicht, mein lieber Sohn! (Queen of the Night) Aria, Ein Mädchen oder Weibchen (Papageno) Duet, Pa-pa-gena! Pa-pa-geno! (Papageno and Papagena) Finale, Recitative and Chorus, Die Strahlen der Sonne! (Sarastro and Chorus)</p>	<p>Vocal range</p> <p>Soprano Mezzo Soprano Alto Tenor Baritone Bass</p> <p>Overture Gregorian Chant</p>	<p>LISTENING AND UNDERSTANDING</p> <p>Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.</p> <p>A. COMPOSERS AND THEIR MUSIC Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works:</p> <ul style="list-style-type: none"> Ludwig van Beethoven, Symphony No. 5 [Builds on children's first introduction to Beethoven in Year 3.] Ralph Vaughn Williams, Greensleeves 	

<p>D. MUSICAL CONNECTIONS Teachers: Introduce children to the following in connection with topics in other disciplines:</p> <ul style="list-style-type: none"> • Music of the Middle Ages • Gregorian chant 		<p>B. MUSICAL CONNECTIONS Teachers: Introduce children to the following:</p> <ul style="list-style-type: none"> • Polyphonic Music • Canons and Rounds 	<p>Polyphonic Canons Rounds</p>
<p>III. SONGS</p> <ul style="list-style-type: none"> • Auld Lang Syne [Cross-curricular connection with Year 5 British History] • Bear Necessities • British Grenadiers • Heart of Oak [Cross-curricular connection with Year 5 British History] • I Wanna Be Like You • Loch Lomond [Cross-curricular connection with Year 5 British History] • Skye Boat Song [Cross-curricular connection with Year 5 British History] • Waltzing Matilda [Cross-curricular connection with Year 5 Geography - Australia] • With a Little Help From My Friend 		<p>MUSICAL TRADITIONS</p> <p>A. ENGLISH FOLK MUSIC</p> <ul style="list-style-type: none"> • Listen to Vaughan Williams English Folk Song Suite. • Understand that folk music is passed on by each generation and generally not written down. • Recognise folk songs that are still familiar today: • Early One Morning • Drunken Sailor (revise from Year 2) • Scarborough Fair <p>A. SPIRITUALS</p> <ul style="list-style-type: none"> • Sorrow songs 	<p>Folk Music</p> <p>Spiritual</p>
		<p>SONGS</p> <p>A. WORKS OF MUSIC</p> <ul style="list-style-type: none"> • The Blaydon Races [Cross-curricular connection with Year 6 British History] • Food Glorious Food • Greensleeves • Lean On Me • The Mountains of Mourne • Sumer is Icumen In • Swing Low • Widdecombe Fair 	