

**Topic: Music**-How does music improve our world?

**Term:**

**Summer 1**

**Year:**

**Unit 4**

**Duration:**

**3 Weeks**

**What I have already learnt:**

In Year 3/4, children learnt about musical structures, understanding how sections in music or songs repeat or alter to form the composition's structure. Through listening, singing, and instrument playing, they will explore contrasting sections, melody with accompaniment, notation, ostinato, layering percussion and symbol representation in music.

**What I will learn:**

In Year 5/6, children will explore music's melody and harmony. They will learn vocal and instrumental aspects, integrating chords to enrich compositions, deepening complexity. Children will explore how solos and harmonies impact texture, noting variations and begin to develop multi-layered rhythm grids, notating in standard or graphic scores.

**What We Will Learn in this Long Enquiry:**

In Unit 4 classes the children will be learning to:

- To recognise 'loop' as another term for ostinato and explore how a pattern can be changed / developed within a structure.
- To explore, play and sing contrapuntal / poly rhythms, recognising the impact on the texture.
- To structure a class composition as a Rondo form and extend this with an introduction and a coda.
- To explore the impact of solos / harmonies on texture.
- To recognise that texture can vary within a piece.
- To recognise that layers of sound can also be notated and start to develop multi-layer rhythm grids.
- To notate their own rhythmic compositions through standard notation and full compositions by graphic scores.

*How does music improve our world?*

*Week 1: Musicianship, Improvising, Listening and Performing. How to use a Recorder.*

Steps in learning	Do I know this?
I can use my body to show the pulse of a piece of music.	
I can copy a rhythmic pattern.	
I know what a recorder is.	
I can use a recorder correctly and respectfully.	
I can listen to a piece of music and explain my thoughts, likes, dislikes about the music	
I can listen to a piece of music and talk about the different instruments playing.	

*How does music improve our world?*

*Week 2 and 3: Musicianship, Improvising, Listening and Performing. Playing a Recorder.*

Steps in learning	Do I know this?
I can play the correct notes of a recorder to a song	
I know what the pitch is.	
I know the speed of the music is called tempo.	
I can use a recorder correctly and respectfully.	
I can play the recorder to a song with my class	
I can perform a <u>song</u> with a recorder to an audience	

Word/phrase	Meaning
Harmony	Two or more notes (pitches) played or sung together.
Melody	A sequence of notes (a tune).
Tempo	The speed at which a piece or selection of music is played
Pulse	The steady beat in a piece of music (what you might clap along to) can be referred to as the pulse.
Rest	A pause where no notes are played or held.
Timbre	The character or sound quality of a note. Different musical instruments have different timbres.
Rhythm	A pattern of long and short notes (like a pattern of words in a song)

## Music Notes:

The image displays six panels, each representing a musical note. Each panel consists of a treble clef staff on the left and a recorder diagram on the right. The notes and their corresponding fingerings are as follows:

- B:** Note on the second line of the staff. Recorder diagram shows fingers 1, 2, and 3 on the holes.
- A:** Note on the first space of the staff. Recorder diagram shows fingers 1, 2, and 3 on the holes.
- G:** Note on the first line of the staff. Recorder diagram shows fingers 1, 2, and 3 on the holes.
- C:** Note on the first space of the staff. Recorder diagram shows fingers 1, 2, and 3 on the holes.
- D:** Note on the second line of the staff. Recorder diagram shows fingers 1, 2, 3, and 4 on the holes.
- E:** Note on the second space of the staff. Recorder diagram shows fingers 1, 2, 3, and 4 on the holes.