

## Summer Term Overview Year 5 and 6 – Music

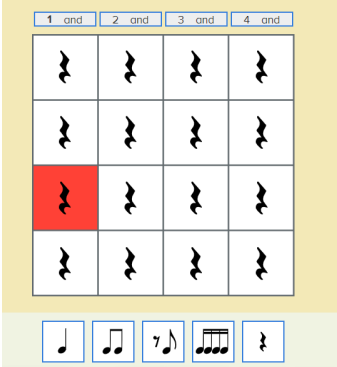
### Summer Term Book – Mortal Engines

Topic – Mortal Engines		Guide Time = 7 Lessons (Summer 1&2)
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>- Teacher judgment</li> <li>- Low stakes assessment quizzes throughout the term based on VIPs and key learning.</li> <li>- Short quizzes on slides</li> </ul>	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• Improvisation is the making up your own tunes on the spot.</li> <li>• A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friend.</li> <li>• There are different elements of music: rhythm, dynamics, melody, harmony, tone, texture, form, tempo, pitch.</li> <li>•</li> <li>• Pulse is the regular heartbeat of the music, its steady beat. Rhythm is the long and short sounds or patterns that happen over the pulse.</li> <li>• Pitch is high and low sounds.</li> <li>• Tempo is the speed of the music; fast or slow or in-between.</li> <li>• Dynamics is how loud or quiet the music is.</li> <li>• Timbre is when all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>• Texture is the layers of sound. Layers of sound working together make music interesting to listen to.</li> <li>• Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>• Notation is the link between sound and symbol we see on a staff.</li> <li>• There are 7 main musical notes called A, B, C, D, E, F, and G (the musical alphabet). They each represent a different frequency or pitch.</li> <li>• The notes which fit in the spaces are FACE.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	<p><u>Canon Book – Mortal Engines</u>            Pupils will have prior skills and experiences of using their voices expressively and creatively by singing songs and speaking chants and rhymes.            They will have had some experience in playing tuned and un-tuned instruments musically.            They will have had some experience in listening with concentration and understanding to a range of high-quality live and recorded music.            They will have experimented with, created, selected and combined sounds using the inter-related dimensions of music.            Children will already have some understanding of music terminology.</p>	
<b>Links to other learning (cross fertilisation)</b>	<p><u>History of Music</u> – The adaptation of music through time and how they have changed. The influence of music/lyrics (links to current and past musical eras – relate and compare to music today – how music has evolved over time).  <u>English/reading comprehension skills</u> – children will develop their written skill by justifying their explanations based on their own experiences (listening to and reading information about musical elements) Through reading comprehensions, they will read lyrics and evidence their understanding based on what they have read/learned.  <u>ICT</u> – background research of musical eras – use of the internet using sources.  <u>Geography</u> – Explore the origins of different musical compositions.  <u>Science</u> – links to sound (catch-up from Year 4) and how it travels and how we hear it. Link to pitch and dynamics.</p>	

	<p><u>Thematic Questions:</u>  <u>The World Beyond Us:</u>      How do you think music will change in the future?  <u>Modern Britain:</u>      Is music today a true reflection of a diverse society?  <u>Healthy Bodies &amp; Healthy Minds:</u>      Does music have a positive or negative effect on people's health?  <u>The World Around Us:</u>      Can music bring people together? (different religions?)  <u>Culture:</u>      What are the similarities and differences between music from different cultures?  <u>Technology in Action:</u>      How has technology had an impact on music and how it is created?</p>	<ul style="list-style-type: none"> <li>• The notes which fit on the lines are EGBDF (Every good boy deserves football)</li> <li>• A motif is a short musical idea, melodic, harmonic, rhythmic, or any combination of these three.</li> <li>• To work as an ensemble means to work together.</li> <li>• Musical notation gives the same information to a musical performer: it tells her what notes to play, how fast or slow to play them, and perhaps instructions about dynamics or timbre.</li> <li>• The staff where notes are placed indicate the pitch of the musical notes.</li> </ul>
<b>Links to future learning</b>	<p>Children will:      Apply knowledge of the inter-related dimensions of music into their own improvisations and compositions.      Apply their knowledge of different musical eras, understanding the impact these had and how they came about.      Justify their own tastes in music based on experimentation with music      Be able to talk confidently about their own work and evaluate further developments.</p>	<p><b>Fat Questions:</b>      Consider the connection between music and emotion.</p> <p>Can instrumental music be just as powerful as lyrics in depicting imaginary scenes?</p> <p>How has music changed over time?</p>
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p><u>See a live performance (visit the theatre)</u> – Children could have the opportunity to watch live music either in school or out of school (school panto, young voices, Wakefield services musicians).  <u>Teamwork</u> – Children will be working collaboratively as a team composing a short music motif to accompany a song.  <u>Benefits of music</u> - Understanding how music lifts the mood and helps your mental health.  <u>Music tuition within/outside school</u> - Becoming young musicians and beginning to understand the benefits of singing/learning an instrument.  <u>Cultural and historical awareness</u> – Understand the origins of music and how music from the past has shaped current themes. To know that music listened to today can draw similarities to different musical genres of the last century</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Week 1</p> <p>Introduction Listen and appraise.</p> <p>Listen with attention to detail.</p>	<p>L.O To identify the rhythm and pulse</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p><b>GD</b> Children to be able to discuss reasons for the style of music e.g. R&amp;B ballad – linking to lyrics / smoothness of the piece, dance beats</p> <p><b>SEND</b> Have technical vocabulary as prompts when discussing the song.</p>	<p>Rhythm and pulse are the same.</p> <p>A pulse is always the same speed.</p>	<p>See slides and resources on Trust Shared.</p> <p>Trust shared &gt; Primaries &gt; KS2 &gt; Year 5/6 Planning &gt; Cycle B &gt; Summer – Mortal Engines&gt; Music &gt; 1</p> <p>Children are introduced to Hip Hop music through the songs, 'Me myself and I' and 'Fresh Prince of Bel Air.' Children encouraged to find the pulse (beat) through different activities. Children then respond to questions about the song and its origins (Hip Hop) Children learn about the style and structure of the music. They begin to learn the song as a class.</p> <p><u>Main Activity</u> Year 5 Children to complete different activities linked to finding the pulse in small groups – all activities linked through Charanga</p> <p>Year 6 – Children complete group activities linked to pulse then as a class use the rhythm grid to keep the pulse following musical notes.</p>

						 <p><b>Deepen the moment - Y5</b>        Tell your partner what the pulse is?        How can you find it? Is it always the same? Why?</p> <p><b>Deepen the moment - Y6</b>        It is said that the pulse is the foundation to a song or piece of music. What do you think this means?</p>
<b>Lesson 2</b>  Musical terminology understanding  Apply music knowledge to perform.	To learn musical notation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	Tempo Crescendo Dynamics Timbre Duration Notation Treble clef Crochet Quaver Semi quaver Semi breve	GD: Ask these pupils to focus on playing with fluency, control and expression. If they are confident enough, they could also add a harmony part using the notes of the pentatonic scale.  SEND: Assessment and analysis of prior	Making music is for musicians only.  A natural talent is needed to create and play an instrument	See slides and resources on Trust Shared.  Trust shared > Primaries > KS2 > Year 5/6 Planning > Cycle B > Summer – Mortal Engines> Music > 2 Recap musical notation (covered in Year 3/4) regarding the names of the chromatic scale notes and the mnemonics to help remember  EGBDF (every good boy deserves football) Notes in the spaces spell FACE

		<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		<p>knowledge is needed. Teacher to assess and base planning and resources in a bespoke manner. Group these pupils together and support them until they can play the scale confidently.</p>	<p>Recap terminology of musical notations (ledger lines/ treble clef)</p> <p>Ask children if they know the names of any of the notes (crochet/ semi quaver/ quaver / semi breve)</p> <p>Work through clap the rhythm sections to ensure children understand how long each note lasts</p> <p><b><u>Year 5</u></b> Provide each child / pair with an untuned instrument and let them play the notes taught. Then provide a short familiar song (Baa Baa Black sheep) on SMART – can the children figure this out by reading the music?</p> <p><b><u>Year 6</u></b> As Year 5 – can children adapt the melody using different notes and discuss the change using terminology such as pitch/dynamics/ timbre.</p> <p><b><u>Deepen the moment – Y5</u></b></p> <p>Play the final song on a different instrument. List the advantages and limitations of using your chosen instrument.</p> <p><b><u>Deepen the moment – Y6</u></b></p> <p>Using the final song of the lesson, show me when the rhythm changes. How can you use your knowledge and</p>
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						understanding of notation to explain when it changes?
<p><b>Lesson 3</b></p> <p>Musical terminology understanding</p> <p>Apply music knowledge to perform.</p> <p>Practise reading musical notation.</p>	To read simple pitch notation	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Pitch Notation</p> <p>Scale</p> <p>Chromatic</p> <p>Melody</p> <p>stave</p>	<p><b>GD</b></p> <p>Should be challenged to add rhythm</p> <p>A regular repeated pattern of sound to their melody.</p> <p><b>SEND</b></p> <p>May want to keep their melody</p> <p>The main/most distinguishable part of a song or piece of music, otherwise called a 'tune'....</p> <p>simple and have a copy of the Activity: Note chart available to reference.</p>	<p>Loudness and pitch are the same thing when in fact pitch is to do with how high or low a note is.</p> <p>Hitting an object harder changes its pitch</p>	<p>See slides and resources on Trust Shared.</p> <p>Trust shared &gt; Primaries &gt; KS2 &gt; Year 5/6 Planning &gt; Cycle B &gt; Summer – Mortal Engines&gt; Music &gt; 3</p> <p>Start by asking the children if anyone can read sheet music.</p> <p>Recap the musical notation taught the previous week and if children can recall how we remember EGBDF and FACE.</p> <p>There are three lines of note sequences. The children need to fill in the missing notes in each sequence and then play the melody</p> <p>The main/most distinguishable part of a song or piece of music, otherwise called a 'tune'....</p> <p>This should be relatively easy, as the three sequences are in alphabetical order A-G</p> <p>Year 5 - Move children on to play on an untuned instrument the melodies following the sheet music</p> <p>Year 6 – create their own melodies and record on the staves</p> <p><b>Deepen the moment – Y5</b></p> <p>On your untuned instrument, show what the change would be if you</p>

						<p>changed the notation to include more (crochets/ quavers)</p> <p><b>Deepen the moment – Y6</b>          Create a contrast into how your melody was played. Think about dynamics, timbre and rhythm</p>
<p><b>Lesson 4</b></p> <p>Musical terminology understanding</p> <p>Apply music knowledge to perform</p> <p>Practise reading musical notation</p> <p>Perform with expression</p>	<p>To understand what a musical motif is</p> <p>To perform a musical motif</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Improvise and compose music for a range of</p>	<p>Motif</p> <p>Dynamics</p> <p>Timbre</p> <p>Ostinato</p> <p>Untuned Instrument</p>	<p><b>GD:</b>          Should be encouraged to use their own instruments for the activity if they are having instrumental lessons.</p> <p><b>SEND:</b>          Might benefit from having access to a tablet or computer which allows them to replay songs multiple times to give them extra time to hear motifs.</p> <p>May create a riff instead – which is a short, repeated phrase of the two notes</p>	<p>You must be able to read sheet music in order to play an instrument or compose.</p>	<p>See slides and resources on Trust Shared</p> <p>Trust shared &gt; Primaries &gt; KS2 &gt; Year 5/6 Planning &gt; Cycle B &gt; Summer – Mortal Engines&gt; Music &gt; 4</p> <p>Play the ‘Fresh Prince of Bel Air’ to the class. Warm up games (children need untuned instrument) reminding finding the pulse / copy activities /play untuned instrument following directions on charanga</p> <p>On Charanga go to &gt;play your instruments. Glockenspiel ( )practise speed) using notes D and A – Allow children time to play along with the notes on the screen. Then explain that what they have played is a musical motif. Define motif with the class.</p> <p>A motif is a short musical phrase - it is slightly different from a riff which is a short phrase which is repeated.</p> <p>Provide differentiated challenges.</p> <p>Year 5 – create own motif using the notes D and E, children to use motif mosaics to help compose.</p>

		<p>purposes using the interrelated dimensions of music.</p> <p>Understand and use staff and other musical notations</p>				<p>Year 6 – create own motif using any or all of the notes D E and F- children write their motifs on a staff.</p> <p>Children perform their motif along with the track of Fresh Prince.</p> <p><b><u>Deepen the moment – Y5</u></b>          What is the main difference between a motif and an ostinato?</p> <p><b><u>Deepen the moment – Y6</u></b>          Why do you think music motifs are so effective?</p>
<p><b>Lesson 5</b></p> <p>Musical terminology understanding</p> <p>Apply music knowledge to perform.</p> <p>Improvise whilst performing</p>	<p>To develop and transpose a musical motif</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Understand and use staff and other musical notations</p>	<p>Motif</p> <p>Dynamics</p> <p>Timbre</p> <p>Ostinato</p> <p>Untuned</p> <p>Instrument</p> <p>Dimension</p>	<p><b>GD:</b>          Can use their own instruments for the activity (if they are having instrumental lessons) and/or can carry out the extension activity in Activity: Motif development</p> <p><b>SEND:</b>          Should stick to notes from the example motif given in point 1 on the Activity: Motif development, moving up by four notes so that they do not need to use sharp or flat notes</p>	<p>You have to be really confident in order to perform and play an instrument.</p>	<p>See slides and resources on Trust Shared.</p> <p>Trust shared &gt; Primaries &gt; KS2 &gt; Year 5/6 Planning &gt; Cycle B &gt; Summer – Mortal Engines&gt; Music &gt; 5</p> <p>Explain to the children that 'transposing the motif' means starting on a different note. This means that the notes that follow the first note will also need to be changed accordingly.</p> <p>For example, if we were to transpose a motif that starts DE like we did last session, it would start on g instead (four notes up, counting both the original and the new note). E would need to move up four notes too, which gives us a transposed motif of GA.</p> <p>Show children that if we were to move our notes up by three pitches instead of four, to give FG, it does not sound</p>



						<p>right. This is because some key signatures use sharps. A sharp indicates a higher pitch in the music. (#) or flats, flat indicates a lower pitch in the music. (b), which are the black notes on a piano and the notes on the upper row of a glockenspiel.</p> <p>Demonstrate how to try replacing F with F# and G with G# to make the motif sound right.</p> <p><b><u>Year 5 and 6</u></b></p> <p>The children do not need to get the right notes immediately and should be encouraged to experiment with sharpening or flattening individual notes to make the motif sound right.</p> <p><b><u>Year 6 extension</u></b> Challenges with changing the rhythm, reversing the pitch.</p> <p><b><u>Deepen the moment Y5</u></b> What did you find the most challenging about transposing? Explain in detail what you did to overcome this challenge</p> <p><b><u>Deepen the moment Y6</u></b> What are the benefits and limitations of transposing compositions to a different note?</p>
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<p><b>Lesson 6</b></p> <p>Musical terminology understanding</p> <p>Apply music knowledge to perform</p> <p>Composition</p>	<p>To compose a short music melody to accompany a piece of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Motif          Dynamics          Timbre          Ostinato          Untuned          Instrument          Improvise          Accompany melody</p>	<p><b>GD:</b>          Can try to add pitch into a dynamic composition, and vice versa.          To develop different musical notation in their stave compositions.</p> <p><b>SEND:</b>          Would benefit from having the notated work from the previous lessons to help with recalling and inspiring ideas.          Children to have model motif where they may just adjust one note.          Work in small support group</p>	<p>Loudness and pitch are the same thing when in fact pitch is to do with how high or low a note is.</p> <p>Hitting an object harder changes its pitch</p>	<p>See slides and resources on Trust Shared.</p> <p>Recap previous learning – interrupting the forgetting with key questions referring to notation and terminology.</p> <p>Explain the children are going to work in pairs / small groups to compose a musical accompaniment for 'Fresh Prince' soundtrack being studied.</p> <p>Provide each student with a blank stave and the notes which they are to create their melody</p> <p><u>Year 5 task</u>          Children to use the notes D E F to create their musical melodies with focus on using a variety of notations.</p> <p><u>Year 6 task</u>          Challenge children use any or all D E F notes and trying an incorporate their motifs from previous sessions</p> <p><b><u>Deepen the moment – Y5</u></b>          Explain one change you made to your composition and the reason you made this change.</p> <p><b><u>Deepen the moment – Y6</u></b>          Does all music need to be written down on a stave? Justify your answer.</p>
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<p><b>Lesson 7</b></p> <p>Apply music knowledge to perform</p> <p>Composition and performance</p>	<p>To perform as an ensemble</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations</p>	<p>Motif Dynamics Timbre Ostinato Untuned Instrument Improvise Accompany Melody Ensemble Evaluate</p>	<p><b>GD</b> Taking on a leadership role within the group.</p> <p><b>SEND</b> Mixed ability groupings, with teacher support where required.</p>	<p>When performing together you all must play the same note at the same time to be in unison.</p>	<p>See slides and resources on Trust Shared</p> <p>Children perform their compositions from the previous lessons.</p> <p>Provide children with aspects to focus on in order to give constructive feedback to the performers.</p> <p><b><u>Deepen the moment Y5</u></b> How successful was your composition and performance? Why?</p> <p><b><u>Deepen the moment Y6</u></b> What are the positives and limitations of performing as an ensemble? Justify your reasons with examples.</p>
<p>Context (big picture learning)</p> <p>In this unit, Children will learn the fundamentals of musical performance by reading musical notes and notations as well as composition and improvisation. Within this unit, they will gain an understanding of key/specific/ topic related vocabulary (see above). Pupils will learn skills such as: listen and appraise, singing accurately with expression and performing in front of an audience. Everything taught in this unit will be transferable into future music units and also other curriculum areas. They will practise being reflective and evaluative of their learning journey and end performance.</p>						

Link to resources (smart notebook slides, reading for productivity, song lyrics, Youtube links, worksheets)

Folder name (Folder name: Trust shared > Primaries > Departments > KS2 > Year 5/6 Planning > Cycle B > Summer >Mortal Engines > Music)

# UKS2 Music Knowledge Organiser

## Key vocabulary

**Melody** is made up of high and low pitched notes played one after the other.

**Motif** A short musical idea, melodic, harmonic, rhythmic, or any combination of these three

**Improvise** To create an perform without preparation

**Compose** To write or create

**Ensemble** A group who perform together

**Untuned instrument** An instrument, such as a drum, xylophone, piano, or maraca, in which sound is produced by one object striking another or by being scraped or shaken.

**Rhythm** a strong, regular repeated pattern of movement or sound

**Pulse** is a steady beat like a ticking clock or your heartbeat.

**Accompany** To support others for the melody or main theme of a song.

## Fat Questions:

Has music changed over time?

Why has music changed over time?

Has the popularity of certain music style increased or decreased over time?

Why was music such an important influence during WW2?

	Semibreve
	Minim
	Crotchet
	Quaver
	Semiquaver

## VIPs (very important points)

- Improvisation is the making up your own tunes on the spot
- A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friend
- Pulse is the regular heartbeat of the music; its steady beat. Rhythm is the long and short sounds or patterns that happen over the pulse.
- Pitch is high and low sounds.
- Tempo is the speed of the music; fast or slow or in-between. Dynamics is how loud or quiet the music is.
- Timbre is when all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture is the layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation is the link between sound and symbol we see on a staff.
- In the chromatic scale there are 7 main musical notes called A, B, C, D, E, F, and G. They each represent a different frequency or pitch.
- The notes which fit in the spaces are FACE
- The notes which fit on the lines are EGBDF (Every good boy deserves football)
- A motif is a short musical idea, melodic, harmonic, rhythmic, or any combination of these three.
- To work as an ensemble means to work together
- Musical notation gives the same information to a musical performer: it tells her what notes to play, how fast or slow to play them, and perhaps instructions about dynamics or timbre.
- The staff where notes are placed indicate the pitch of the musical notes

## Tricks to remember the notation

Notes in spaces spell F A C E

Notes in the lines (EGBDF) Every Good Boy Deserves Football

## Chromatic scale



"Yo Home to Bel-Air", informally known as "The Fresh Prince of Bel-Air theme", is a song performed by DJ Jazzy Jeff & The Fresh Prince. It is the theme song to the NBC sitcom *The Fresh Prince of Bel-Air*

**Intent:** To give you, as learners, a deeper understanding of the history of music. We also want you to understand how music has changed over time and how famous composers/artists have influenced this change. You will be able to confidently talk and write about these famous people. You will also have the opportunity to showcase your writing and performing skills by editing lyrics from a famous song.