



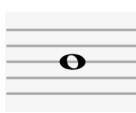




Caroline Haslett Primary School - Music

Unit 6		
Music Style: Classical and Yr5 Choice	Year 5	Reflect, Rewind, Replay
Knowledge – What I will know at the end of the unit.		Vocabulary
<p>Sing: To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>Play: To know the instruments you might play or be played in a band or orchestra.</p> <p>Improvise: To know three well-known improvising musicians</p> <p>Compose: To know the connection between sound and symbol</p> <p>Perform: To know that a performance involves communicating ideas, thoughts and feelings about the song/music</p>		<ul style="list-style-type: none"> • Crotchet – musical note that means 1 beat.  <ul style="list-style-type: none"> • Dotted Crotchets – musical note that means one and a half beats.  <ul style="list-style-type: none"> • Minim – musical note that means 2 beats.  <ul style="list-style-type: none"> • Rest – musical note to show that there is nothing being played.  <ul style="list-style-type: none"> • Semibreve – musical note that means four beats.  <ul style="list-style-type: none"> • Quaver – musical note that means half a beat. 
		
Activities		
<ul style="list-style-type: none"> • Revisit several activities from across the year including: <ul style="list-style-type: none"> ○ Listening to and appraising previously learned songs. ○ Singing previously learned songs. ○ Playing previously performed pieces • Reviewing musical notation learned throughout the year. 		
Skills		
<ul style="list-style-type: none"> • Sing: To sing with awareness of being 'in tune'. • Play: To lead a rehearsal session. • Improvise: Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. • Compose: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Perform: To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” <p>Through the year, knowledge and skills are built on and practised to consolidate and improve.</p>		