



Year 5- Keyboard world!

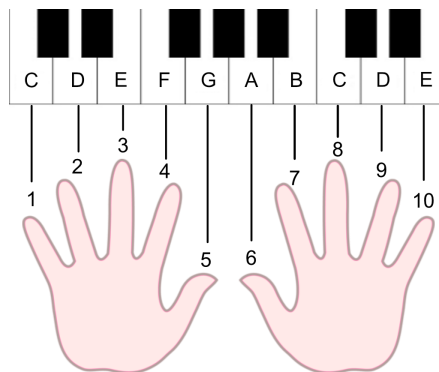
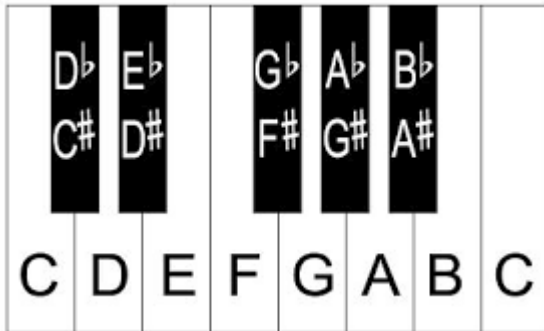
You have already learnt... Listening and appraising different genres of music

Learning to compose a simple melody using notes on a glockenspiel. Improvise using the same notes and thinking about rhythm, timbre and ostinato. Performing a piece of music using a variety of composed phrases and improvised phrases. Appraise each groups performed piece using musical vocabulary.

Key Skills

Skills

1. Identify and label the black and white keys on a piano keyboard.
2. Demonstrate correct finger placement for playing specific scales and chords.
3. Identify and explain the difference between major and minor scales.
4. Understand and interpret musical notation, including dynamics and articulation markings.
5. Perform a simple piece on the piano using both hands.
6. Demonstrate an understanding of tempo by maintaining a steady rhythm while playing.
7. Discuss the history and evolution of the piano as an instrument.
Recognize and describe the role of the piano in various music genres.



Key Knowledge

- To know and be able to talk about: - Different ways of writing music down - e.g. **staff notation**, symbols - The notes C, D, E, F, G, A, B + C on the treble staff
- **Notation:** recognise the connection between sound and symbol .
- Know the names of at least 10 notes on a keyboard
- Know that a note can be played for different lengths of time
- A chord is when more than one note is played at the same time.
- A piano has different parts such as the keyboard and pedals
- The black notes on a keyboard are known as sharps or flats.

Words you need to know:

1. **Piano** - A musical instrument with a keyboard played by pressing the keys to produce sound.
2. **Keyboard** - The set of keys on a piano or musical instrument.
3. **Key** - A specific tone produced when a piano key is pressed.
4. **Octave** - A series of eight consecutive musical notes.
5. **Chord** - A group of three or more notes played together, creating harmony.
6. **Major Scale** - A series of eight notes following a specific pattern of whole and half steps.
7. **Minor Scale** - A series of eight notes following a different pattern of whole and half steps.
8. **Tempo** - The speed at which a piece of music is played.
9. **Dynamics** - The varying loudness or softness of music.

Next you will learn...

The genre of Rock by listening to the song Livin on a prayer. Improvising a short rhythm using specific notes. Improvise alongside a backing track using given note and generating your own rhythm. Performing your improvised piece.



Year 5- Livin on a prayer

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Key Skills

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using

G, A + B or D, E, F# + G

Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



Key Knowledge

- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- To know and be able to talk about: - Different ways of writing music down - e.g. **staff notation**, symbols - The notes C, D, E, F, G, A, B + C on the treble stave
- When someone **improvises**, they make up their own tune that has never been heard before. It is not written down and belongs to them
- A **composition**: 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 friends.
- A **composition** has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation**: recognise the connection between sound and symbol .

Words you need to know:

style indicators: visual or auditory cues that show what style or genre of music is being played.

Melody: The tune or main musical line of a song or piece of music.

Improvise: To make up music on the spot without planning or rehearsing beforehand.

cover: When a different artist or band performs a song that was originally recorded by someone else.

Texture: The different layers of sound in a piece of music.

Structure: The way a piece of music is organized or put together.

dimensions of music: Different aspects or elements of music, such as melody, rhythm, and dynamics.

Neo Soul: A genre of music that combines elements of soul, R&B, and hip-hop.

Producer: The person responsible for overseeing the recording and production of a song or album.

Motown: A record label and genre of music that originated from Detroit, known for its soul and R&B sound.

hook: A catchy or memorable part of a song that grabs the listener's attention.

riffs: Short repeated musical phrases or patterns

Next you will learn...

Listening to styles of hip hop Learning to sing ' Fresh prince of bel air. Composing own rap song



Year 5 - Fresh Prince of Bel Air

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Key Skills

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending

Instruments/sounds you can hear: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.

Which challenge did you get to?

Singing/raping in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – D, G + A.

Which part did you play?

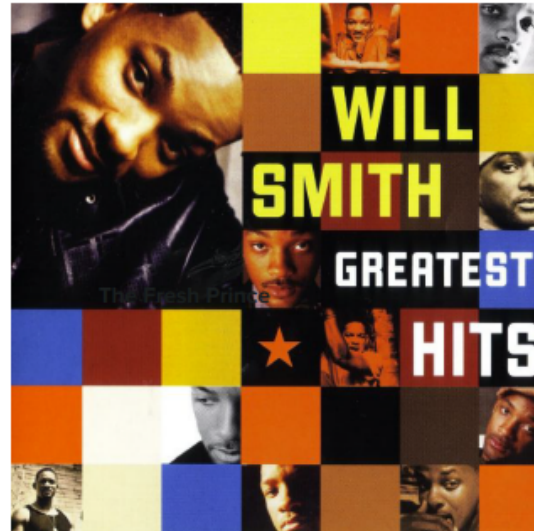
Improvise using up to 3 notes – D, E + F.

Bronze: D | Silver: D + E | Gold: D, E + F challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.



Key Knowledge

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Words you need to know:

Old-school Hip Hop: A style of music, popular in the past, that combines elements of rap, funk, and electronic beats.

Rap: A type of music where the words are spoken and rhymed rhythmically to a beat.

Riff: A short repeated musical phrase or pattern that is catchy and memorable.

Synthesizer: A musical instrument that electronically generates and modifies sounds, often used to create various music effects and melodies.

Backing loops: Repeated musical phrases or patterns that are recorded and played in the background to provide a foundation for other sounds or melodies

Funk: A genre of music characterized by a strong rhythm, syncopated bass lines, and an emphasis on groove and improvisation

Scratching: A technique used by DJs to create rhythmic sounds by manipulating vinyl records on a turntable.

Next you will learn...

How modern pop songs are created and the pattern they follow. Compose and improvise your own pop song using the song 'Happy' as a starting point.

