

Music Learning Organiser – Year 5 Autumn 1 – “Does every child around the world value their education?”

Prior Learning (What we already know?):

- To understand that music is written on a staff
- To identify basic notes and rests
- To be able to combine sounds to create a particular feeling / mood
- To be able to compose a short piece of music
- To follow notes on a staff to play a short tune

Key Questions:

How do the notes fit onto the staff?

Describe how you can vary dynamics in your composition.

Demonstrate how using different dynamics/legato/staccato can change the mood of your composition.

What might happen if you combine chords with the melody?

What do you think about your composition?

What criteria would you use to assess how successful your composition is?

Key Facts:

A treble staff is made up of five lines (EGBDF) and four spaces (FACE)

Semibreves are four counts, minims are two, crotchets are 1 and quavers are ½. There are equivalent rests for each note value.

Dynamics can be forte (f) which means loud and piano (p) which means quiet. Getting louder is called a crescendo and quieter is called a diminuendo.

Legato means smooth phrases whereas staccato means short and detached.

Simple chords can be created by taking the note in the melody and adding the 3rd and the 5th (e.g. if the note in the melody is C, the chord CEG can be used to harmonise it)

New Learning:

- To plan a piece of music for a given purpose
- To follow musical notation
- To write musical notation



Key Resources:

https://www.youtube.com/watch?v=n65_ZOh7jaq

<https://www.skillshare.com/blog/how-to-play-the-djembe-an-introduction-to-hand-drumming/>

New Skills:

- Use a variety of different musical devices including melody, rhythms and chords.
- Record own compositions.
- Create own songs.
- Identify where to place emphasis and accents in a song to create effects (duration).
- Know how pulse, rhythm and pitch fit together.
- Use a range of words to describe music (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).

Vocabulary:

Rhythm, chord, accents, pulse, timbre, dynamics, tempo, harmony, staccato, legato, crescendo, diminuendo

Use these words to identify strengths and weaknesses in own and others' music.

Can I do this?:

- Can write a longer melody/rhythm onto a staff, using a range of note durations and rests
- Can incorporate dynamic contrast in the composition
- Can include a range of staccato/legato phrases
- Can begin to use harmony/chords to support their melody
- Can evaluate their own compositions and those of others, recognising where they might improve next time