



Hartford Primary School



YEAR GROUP	5	SUBJECT	Music Composition Notation	Unit	1
National Curriculum Statements	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. 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. Improvise and compose music for a range of purposes using the interrelated dimensions of music. 				
Prior Learning (What should they already know)	<p>Children have performed a range of call and response.</p> <p>Children have composed, read and preformed music with quavers, minims, rests and crochets.</p> <p>Children can sing a vocal melody and perform a melody using tuned instruments.</p>				
RETRIEVAL VOCABULARY	Melody, call and response, crochet, minim, quaver,	NEW VOCABULARY	Unison, semi breve, score, stave/pitch notation, dotted minim		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
LESSON 1	<p>To sing with accuracy, fluency, control and expression.</p> <p>To explore and use different forms of notation.</p>	<p>Contextualise https://www.bbc.co.uk/teach/class-clips-video/articles/z6jrkmn Perform vocal and body warm ups. Learn song and sing. Introduce the idea of singing in unison. Listen to https://video.link/w/vl6579945c9451c Explain how you could use picture notation to represent this song. Ideas on Kapow. Children then create their own using voices and bodies Invite the children to create a sound that they think matches each</p>	<ul style="list-style-type: none"> I can sing in time with other people and a backing track. I can follow or remember the lyrics. I can follow the tune. I can show the structure and compose a piece of music using non-standard notation. I can improvise music. <p>Singing part of the lesson took about 20 mins Exploring / using notation: 40 mins – the children loved this!</p>

		<p>hieroglyph. They can then have a go at crating some of their own and recording them.</p> <p>(In Kapow this is lessons 1 and 2 blended)</p>	
LESSON 2	To understand note length.	<p>Recap notation from Year 4 crotchet, minim, quavers, semibreves and rests.</p> <p>Sing the song to recap.</p> <p>Play the music using tuned percussion.</p> <p>Perform by splitting the children into three parts, one to sing part 1, one to sing part two and 1 to play the instrumental part.</p> <p>Ensemble skills of listening to keep in time, taking care to focus on tempo and dynamics.</p>	<ul style="list-style-type: none"> • I can play a melody by ear. • I can recognise note names and note length. • I can make my part balance with other music around me.
LESSON 3	To read simple pitch notation.	<p>Develop understanding of stave notation and its links to pitch. Children can fill in the missing notes on pitch pyramids. They can play melodies from stave notation with notes.</p> <p>They can fill in missing notes when they aren't in pitch order. They can write their own melody and record using stave/pitch notation.</p>	<ul style="list-style-type: none"> • I can play a melody by reading pitch notation. • I know that notes can go either on or between the lines. • I can use pitch notation to write down my own melody.
LESSON 4	To use hieroglyphs and stave notation to write a piece of music.	<p>Compose a piece as a group using notation for a purpose.</p> <p>Explain that each group will compose a piece of Egyptian funeral music suitable to accompany a pharaoh on his last journey to his tomb.</p> <p>Elicit that their piece should include a melody and some accompanying untuned percussion parts. It should be sombre and stately, have a</p>	<ul style="list-style-type: none"> • I can work as part of a group to compose a piece of music in a particular style. • I can notate my piece using hieroglyphs and stave notation. • I can perform as part of a group.

		slow tempo and not too many fast-moving rhythms or loud noises. Record using pitch notation.	
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Helpful resources to reference	Use Kapow for presentations, resources and music.
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  Hartford Primary School					
YEAR GROUP	5	SUBJECT	Music Blue	Unit	2
National Curriculum Statements	<ul style="list-style-type: none"> Learn to sing and to use their voices, to create and compose music on their own and with others. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music. Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. 				
Prior Learning (What should they already know)	Children have explored ballads and Samba music. Children have made connections between dynamics, tempo, pitch and emotional responses. Children have performed the pentatonic scale.				
RETRIEVAL VOCABULARY	Scale, dynamics, tempo, pitch, pitch/ stave notation	NEW VOCABULARY	Blues, chord, 12- bar blues		

	Essential Learning for this lesson	Suggested teaching tasks/approaches	New Knowledge – What I'm leaving the lesson with
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LESSON 1	<p>To know some features of blues music.</p> <p>To play the first line of the 12-bar blues.</p>	<p>Listen to blue. Appraise/ discuss. Talk about the history of blues.</p> <p>Sing some blue.</p> <p>https://video.link/w/vl653a36eccd022</p> <p>Introduce chords. Learn how to play a chord – 12 bar blues. – first line.</p> <p>This is a blended version of lessons 1 and 2 on Kapow.</p>	<ul style="list-style-type: none"> • I can understand that blues music often conveys strong emotions. • I can sing a blues song. • I can use vocal expression to convey meaning. • I know what a chord is. • I can play the chord of C. • I can play the chord of C for the first line of the 12-bar blues.
LESSON 2	<p>To be able to play the 12-bar blues.</p>	<p>Play 12 bar blue blues all. The children will now have a go at playing these chords but will play a simplified version of each of the chords, comprising just two notes, as follows:</p> <ul style="list-style-type: none"> • Chord of C (made up of the notes C, E and G); the children will play notes C and E. • Chord of F (made up of the notes F, A and C); the children will play notes F and A. • Chord of G (made up of the notes G, B and D); the children will play notes G and B. 	<ul style="list-style-type: none"> • I can play the chord sequence of the 12-bar blues. • I can play the chords of C, F and G. • I can play in time with the backing track.
LESSON 3	<p>To be able to play the blues scale on a tuned instrument.</p>	<p>Introduce blues scale. Play the notes in a variety of orders to improvise.</p>	<ul style="list-style-type: none"> • I can play the blues scale going up. • I can play the blues scale going down. • I can play the blues scale in time with the backing track.
LESSON 4	<p>To be able to improvise with notes from the blues scale.</p>	<p>Pupils to play each of the first four notes of the blues scale twice and the last two notes once, going up and down the scale.</p> <p>The children improvise using the blues scale.</p>	<ul style="list-style-type: none"> • I can play the blues scale notes out of order. • I can play different blues scale notes along to the backing track. • I can improvise using notes from the blues scale.

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Helpful resources to reference	Use Kapow for resources and presentations.
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