

Year 5 Pentecost 1: Moonglow

Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Improvise on a range of notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Describe how articulation changes notes in music – shorter, longer, louder, etc.					
New knowledge	Pupils will: Further develop their improvisation skills to confidently improvise over a backing track. Develop their understanding of articulation and how it affects the mood of music.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Medium term knowledge	Pupils will know the style of swing through <u>listening</u> . Pupils will know how clap and play the rhythms to section A of the new piece. Pupils will understand bars rest and how to count them. Pupils will know what staccato note looks like and how to play it. Pupils will know how to swing paired quavers.	Pupils will know how to play the rhythms to section A from stave notation. Pupils will know how to clap and play the swing rhythms at section B.	Pupils will rehearse all sections of the piece. Pupils will know what a repeat sign looks like and how it is used.	Pupils will know how to create question and answer phrases working in pairs. Pupils will know how to <u>compose</u> their question-and-answer phases with a backing track. Pupils will know how to use the appropriate articulation.	Pupils will rehearse the whole piece as a class ensemble. Pupils will evaluate their <u>musicianship</u> by <u>listening</u> and watching a practice <u>performance</u> . Pupils will know how to <u>Improvise</u> using notes from a pentatonic scale.	Pupils will rehearse and <u>perform</u> with <u>musicianship</u> and musicality in a school assembly.
Vocabulary	Swing rhythms	Dotted notes	Repeat sign	Staccato	Improvisation	Assess

Individual Lesson Plan	<ul style="list-style-type: none"> • Watch and appraise performance of Moonglow- Benny Goodman. • Listen to the backing for the new piece “Moonglow” internalising the rhythms using lyrics “A Jacket potato, I eat it with cheese, a jacket potato, I like to eat baked beans” (!) • Go through the score, discussing repeat marks, articulation and counting out empty bars along to the backing track. • Split into instrument groups to learn the head of the piece (Section A) by ear. • Plenary: Class to come together to perform the head. 	<ul style="list-style-type: none"> • Recall vocabulary from last lesson. • Watch and appraise swing band performance. • Listen to the backing and internalise the rhythms at section B • Recap notation reading using www.musictheory.net • Split into instrument groups to learn to read and play section A and B from the score. • Plenary: Class to come together and perform sections A and B from the score. 	<ul style="list-style-type: none"> • Recall vocabulary from last lesson. • Watch and appraise swing band performance. • Discuss improvisation. Staff to demonstrate the pentatonic scale and improvising at bar 29. (Middle of section C) • Split into instrument groups to improvise. • Plenary: Class come together to show their improvisation. 	<ul style="list-style-type: none"> • Recall vocabulary from last lesson. • Watch and appraise swing band performance. • Discuss question and answer phrases. Staff to demonstrate an example, introducing semiquavers. • Pupils to work in pairs to create question and answer phrases (2 bars each) to use in the improvisation section from last week. • Plenary: Pupils to show their question-and-answer phrases along to the backing track. 	<ul style="list-style-type: none"> • Recall vocabulary from last lesson. • Watch and appraise swing band performance. • Staying together as a group, rehearse the whole piece ahead of a performance next week, incorporation improvisation/ question answer phrases. • Record and appraise, deciding on any changes pupils feel are necessary. • Plenary: Perform the piece one more time, incorporation any changes. 	<ul style="list-style-type: none"> • Recall all musical knowledge from this half term. • Rehearse, perform, and record end of topic performance. • Plenary: appraise performance.
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Year 5 Pentecost 2: What's the Jazz/Buzz

Prior Knowledge	Pupils can: Listen, review, and evaluate music from a range of historical periods, cultures, and traditions. Perform together, following instructions that combine the musical elements. Improvise on a range of notes on a tuned instrument. Describe the structure of music in terms of Beginning, Middle, and End. Use their skills reading from Stave Notation and reading rhythm notation to play multiple different parts to the same piece. Compose a short rhythm using the correct notation and clap it/play it on a single note.					
New knowledge	Pupils will: Perform at least one piece in an audience setting where they will be required to play confidently to a group of people. Choose which of Improvisation, Composition, or Call and Answer they want to use to add their own music into the piece.					
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Medium term knowledge	Pupils will know the music style “funk” through <u>listening</u> . Pupils will know how to clap the rhythm part of section A through <u>listening</u> . Pupils will <u>perform</u> section A reading from stave notation.	Pupils will know how to <u>perform</u> sections A to C from stave notation with a backing track.	Pupils will know how their chosen skill fits within the middle section of What's the Jazz? <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm using notes from the blues scale. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm. Question and answer pupils will know how to <u>compose</u> a 4-bar question-and-answer phrase.	Pupils will know how to implement their chosen skill set within the piece with a backing track. Pupils will know how to <u>perform</u> with <u>musicianship</u> , accuracy, and confidence. Pupil will know how to play section E to the end. Pupils will know how play a crescendo.	All Pupils will evaluate and appraise their <u>performance</u> through listening/watching. Pupils will know how to make improvements to their own work.	Pupils will rehearse and <u>perform</u> the pieces with <u>musicianship</u> and musicality in a school assembly.
Vocabulary	Fun	Semi quavers	Blues scale	Composition	Appraise	Assess

Individual Lesson Plan	<ul style="list-style-type: none"> Listen and appraise Superstition by Stevie wonder, discussing the style “funk”. Listen to the backing track for the new piece What’s the Jazz? Internalise the rhythms at section A using lyrics “Play that funky music, play that funky song” Split into instrument groups to learn section A reading from the score. Plenary: Class come together to perform section A reading from the score. 	<ul style="list-style-type: none"> Recall vocabulary from last lesson. Listen to the backing at section B and C internalising the rhythms. Split into instrument groups to learn section B and C reading from notation. Plenary: Class come together to perform sections B and C reading from the score. 	<ul style="list-style-type: none"> Recall vocabulary from last lesson. Section D is either improvisation, composition, or question/answer phrases. Choose one skill for the class or split into groups to do all 3. Pupils to work in pairs on the chosen skill. Plenary: pupils to demonstrate their improv/composition/question answer. 	<ul style="list-style-type: none"> Recall vocabulary from last lesson. Listen to the backing at section E, internalising the rhythms. Split into instrument groups to learn section E reading from notation, discussing and demonstrating the crescendo. Implement the skills from last lesson into section D. Plenary: Class come together to perform section D to the end from notation. 	<ul style="list-style-type: none"> Recall vocabulary from last lesson. Rehearse full piece ahead of performance next week. Record and appraise, discussing any changes the pupils feel need to be made. Plenary: Perform the piece one more time, incorporation any changes. 	<ul style="list-style-type: none"> Recall all musical knowledge from this half term. Rehearse, perform, and record end of topic performance. Plenary: appraise performance.
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