



Saint Mary's Primary

Music Overview – Duckworth's Dolphins (Y4/Y5)

TERM	AUTUMN	SPRING	SUMMER
TOPIC	HAIKU, MUSIC AND PERFORMANCE	BODY AND TUNED PERCUSSION	DJEMBE
Musician of month for:	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
MUSICAL INSTRUMENTS	Selection of tuned/untuned instruments/Voice	Tuned percussion instruments	Djembe
PERFORM	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. 	<ul style="list-style-type: none"> • Perform solos or as part of an ensemble • learn a musical instrument and perform independently.
TRANSCRIBE	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play. • Continue to develop ability to read notes on the musical stave. • Develop confidence reading C, D, E, F and G for playing the keyboard/glockenspiel • Use the treble clef to transcribe compositions. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many notes to play. • Continue to develop ability to read notes on the musical stave.
COMPOSE	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. 	<ul style="list-style-type: none"> • Compose and perform melodic songs • Combine a variety of musical devices, including melody and rhythm.
LISTEN AND APPRAISE	<ul style="list-style-type: none"> • Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music. 	<ul style="list-style-type: none"> • Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music. 	<ul style="list-style-type: none"> • Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Understand layers of sounds and discuss their effect on mood and feelings. • Choose from a wide range of musical vocabulary they have developed to accurately describe and appraise music.

KEY VOCABULARY

-beat

-dynamics (forte/piano)

-pitch

Tempo (largo/moderato/presto)

-timbre

-compose

-call and response

-verse and chorus

-melody

-duration

-rest

-notation

-improvise

-round

-texture

-structure

-stave

-minim, crochet and semibreve

-harmony

-solo

-unison

-time signature

-treble clef

-scale



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<i>Musician of month for:</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>		
Lesson 1	LO: To describe the Hanami festival using suitable words and sounds.	LO: To identify structure and texture in music.	<p><u>Lessons taught through music teacher Matt Berry</u></p> <p>To understand pulse and learn Djembe technique and explore pitch and timbre</p> <p>To understand rhythm and perform it</p> <p>To start to learn an arrangement</p> <p>To be able to read and write rhythms and work on basic notation</p> <p>To compose their own 4 beat rhythm</p> <p>To follow the pulse to a backing track</p> <p>To develop notation skills and introduce mixed groups (quavers/semi quavers/rests)</p> <p>To perform as an ensemble and solo.</p> <p>To recap music terminology</p>
Lesson 2	LO: To represent a blossom tree using sounds.	LO: To use body percussion.	
Lesson 3	LO: To identify different musical features using descriptive vocabulary.	LO: To create musical rhythms using body percussion.	
Lesson 4	LO: To work as a group to create a piece of music celebrating the Hanami festival.	LO: To create simple tunes.	
Lesson 5	LO: To perform a piece of music to celebrate Hanami.	LO: To build and improve a composition.	
Lesson 6	LO: To perform to an audience	LO: To perform to an audience	