

<p>Subject: Music - SPRING Year: 5</p> <p>Unit Title: South and West Africa</p>
<p>NC/PoS: Singing, Listening, Composing and Performing</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
<p>Expected Prior Learning (what pupils already know and can do)</p> <ul style="list-style-type: none"> • Name three key features of blues music. • Sing in tune, using vocal expression to convey meaning. • Explain what a chord is and play the chord of C sixteen times. • Play the 12-bar blues correctly. • Play the notes of the blues scale in the correct order, ascending and descending. • Play a selection of blues scale notes out of order in their own improvisation.
<p>End Points (what pupils MUST know and remember) SINGING/LISTENING / COMPOSING / PERFORMING – Know That and Know How</p> <ul style="list-style-type: none"> • Play a chord with two notes, remaining in time. • Sing using the correct pronunciation and with increasing confidence. • Maintain their part in a performance with accuracy. • Play the more complicated rhythms in time and with rests. • Create an eight beat break and play this in the correct place.
<p>Key Vocabulary a cappella, dynamics, chord, ostinato, poly-rhythms, syncopation</p>
<p>Lesson 1: Shosholoza</p> <p>To sing a traditional African song unaccompanied. Vocabulary: a cappella, call and response, dynamics</p>
<p>Lesson 2: Playing Shosholoza</p> <p>To use tuned percussion to play a chord progression. Vocabulary: chord</p>
<p>Lesson 3: The Shosholoza show</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble. Vocabulary: Vocabulary for this lesson has already been introduced in Lesson 1–2.</p>
<p>Lesson 4: Drumming away to Africa</p> <p>To play call and response rhythms using percussion instruments. Vocabulary: break, improvisation, master drummer, ostinato, poly-rhythms, syncopation</p>
<p>Lesson 5: Eight-beat breaks</p> <p>To create an eight-beat break to play within a performance. Vocabulary: metronome</p>
<p>Future learning this content supports: This content will support future learning and development of complex rhythmic compositions to include syncopation, multi-part arrangements, multi-section pieces, clearer intent on technique and therefore higher skill levels in performance. Pitched note reading and performance, sight singing, full piece multi-part arrangement - both vocally</p>

and instrumentally.