

# Year 5 – Music Skills

## Knowledge Organiser – Reflect, Rewind and Replay



### Key Skills and Knowledge

#### Prior Learning:

**EYFS:** Develops preferences for forms of expression, creates movement in response to music, makes up rhythms, captures experiences and responds with music, represents thoughts and feelings of music. Children sing songs, make music and experiment with ways of changing them.

**Year 1:** Rhythm, rap, Bossa Nova Latin- pulse, rhythm, pitch, pulse, types of music- Blues, Baroque, Latin, Bhangra, Folk and Funk, Latin and mixed styles, Western classical music, Listen with concentration and understanding to a range of high-quality live and recorded music, recognise instruments and basic style indicators. Encourage discussions using musical language. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

**Year 2:** Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music, In The Groove- Blues, Latin, Folk, Funk, Baroque, Bhangra, Reflect, Rewind and Replay Western Classical Music

**Year 3:** Let Your Spirit Fly- R&B, Western Classical, Musicals, Motown, Soul, Glockenspiel Stage 1- Learning basic instrumental skills by playing tunes in varying styles, Three Little Birds-Reggae., Dragon Song-Folk Music, Bring Us Together Disco Music, Western Classical Music.

**Year 4:** ABBA 70's/80's music, analysing performance, music from Sweden, the structure of songs, Glockenspiel Stage 2, Stop-Grime, Classical, Bhangra, Tango, Latin Fusion, The Beatles-Blackbird-Influences of Civil Rights Movement on music.

**Year 5:** How Rock music developed from the Beatles onwards. Analysing performance, History of music - Jazz in its historical context, Pop Ballads -A Historical context for ballads, Hip Hop-composing own Rap, The history of Motown and its importance in the development of Popular music. Civil rights.

#### In this unit children will:

- Listen and appraise Classical music including work by Purcell, Beethoven, Chopin and some more contemporary Classical composers.
- Learn about the composers Rachel Portman and Jason Yarde.
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
- Sing and perform songs.
- Play glockenspiels within songs.
- Improvise using voices and instruments.
- Compose short piece of music.

### Reflect, rewind and replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

### Key Knowledge

- To know that Classical music spans the course of hundreds of years, including all Western music from Medieval Church music. It is music that has been composed by musicians who are trained in notating their compositions so that other musicians can play them.
- To know that Classical music is made up of 5 distinct periods; Early Music, Baroque, Classical, Romantic and 20th Century and beyond (Contemporary).
- To know that Rachel Portman is a Classical composer who composes music for sound tracks on films.
- To know and name some famous Classical composers and describe why they like their music using musical language.

### Musicians/Composers



### Key Questions

- What is Classical music?
- What different periods make up Classical music?
- What does Rachel Portman compose music for?
- Which is your favourite Classical composer and why?

### Vocabulary

<b>Classical Music</b>	music that spans the course of hundreds of years, to the current day. It is music that has been composed by musicians who are trained in notating their compositions so that other musicians can play them.
<b>Early Music</b>	We often don't know who the composer was as this is a traditional religious piece of music written for prayers at the end of the working day.
<b>Plainsong</b>	is Church music from medieval times. It consists of a single and often unaccompanied melody line. The words would be taken from religious text
<b>Baroque Period</b>	Approx. 1600 – 1750 known for its intricate ornamentation
<b>Romantic Period</b>	Approx. 1820 – 1900 emotional, large, programmatic
<b>Movement</b>	musical piece that can be performed on its own but is part of a larger composition. Movements can follow their own form, key, and mood, and often contain a complete resolution or ending
<b>Symphony</b>	an extended work for orchestra typically consisting of 3 to 4 movements that flourished during the Classical and Romantic periods of western classical music.
<b>Piano Concerto</b>	a solo composition in the Classical music genre which is composed for a piano player, which is typically accompanied by an orchestra or other large ensemble.