

Year 5 MUSIC Topic 8: Busy Biologists (4)

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Vocal sounds can be combined in different ways, for different effects e.g. lead and backing • By following staff notation, you can perform a piece of music without having to learn it by heart • Music can be structured in different ways to combine sounds together • When composing and performing, you need an awareness of audience <p>Vocabulary: Round Vocals Melody Lead vocal Backing vocal Accompaniment Stave notation Cumulative Structure Waltz</p>	<p>Music express: Life cycles (Lesson 1, 2, 3, 4 + part 1 of lesson 5) The children will listen to <i>Don't wake the baby</i> and identify the voice parts. They will learn the three sections and perform as a round. They will then listen to <i>Brahms' Lullaby</i> and identify the instruments they can hear. (Glockenspiel, electric piano, triangle, claves, wind chimes) They will then perform the piece using untuned percussion for the accompaniment and tuned for the melody. Players can follow the staff notation if they are able. A group can sing the round with the accompaniment. The children will move onto making a composition based on a school timetable. They will play listening games, matching audio to subjects. In groups, they will make compositions using a blank timetable as a score sheet. They will listen to and learn the song 'Squelch', exploring the voice parts and understanding how a lead vocalist can be supported by backing singers.</p> <p>The children will look at a painting and listen to <i>Deadline voices</i>, a vocal piece inspired by the painting. They will learn how the piece is a cumulative structure. Next, the children will listen to <i>Sequenza III</i>, by Luciano Berio, and discuss the different ways the singer is using her voice. (Singing long notes; clicking; laughing; wobbling; wailing; rapidly repeating short phrases; using a wide range of pitch and dynamics.) They will use 4 different vocal patterns to create a composition to describe the workplace. They will look in more depth at how the phrases can be used to create the structure of the piece e.g. cumulative, symmetrical, clusters of sounds.</p> <p>To finish the life cycle unit, the children will compare two images of Franz Liszt the composer (as a young man and an old man). They will listen to <i>Funeral prelude from Trauervorspiel und Trauermarsch</i> and also to <i>Mephisto Waltz No. 3</i> and consider whether he wrote them when he was a young man or an old man, and why they think that.</p>	<p><i>The children have had experience of singing in parts and rounds. This unit will look at how to use lead vocals and backing vocals. It also enables children to explore their vocal range and the sounds they can make even further.</i></p> <p><i>Children have looked at basic structure of pieces and this unit will look at more complicated arrangements.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians • Pupils develop an understanding of musical composition • Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression • Pupils explore structure, timbre, and appropriate musical notations