

Monks Coppenhall Academy – Year 5 Music Curriculum



Overview	Songs	Objectives and Skills
<p>A specialist-taught world music project designed to enrich and extend Year 5 curriculum music.</p> <p>Units of study throughout the year rotate to cover Taiko Drumming from Japan, Samba Band from Brazil, West African Djembe drumming tuned percussion and Caribbean Steel Pans.</p> <p>The children have access to class sets of traditional instruments and learn about the musical culture and traditions of each country through exciting and engaging drumming activities as well as having numerous opportunities to perform as part of a whole class band.</p>	<p>Traditional songs from West Africa, Japan, Brazil and The Caribbean</p>	<p>Developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. (L)</p> <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Include observing phrasing, accurate pitching and appropriate style. (S)</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus. (S)</p> <p>Perform a range of multi-cultural songs in school assemblies and in school performance opportunities as part of the World Music project. (M)</p> <p>Improvise over a simple groove, responding to the beat. Experiment with using a wider range of dynamics – ff, pp, mp, mf. (M)</p> <p>Read and play rhythmic phrases at sight from prepared cards using conventional symbols for known rhythms and note durations. (M)</p> <p>Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semi-quavers. (M)</p> <p>Understand the difference between 2/4, 3 /4 and 4/4 time signatures. (M)</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C’/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. (M)</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles (M)</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. (M)</p>