



Music: Year 5

Teachers: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. ELEMENTS OF MUSIC

A. ELEMENTS


- Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.
 - Discriminate between fast and slow; gradually slowing down and getting faster.
 - Discriminate between differences in pitch: high and low.
 - Discriminate between loud and soft; gradually increasing and decreasing volume.
 - Understand *legato* (smoothly flowing progression of notes) and *staccato* (crisp, distinct notes).
 - Sing unaccompanied, accompanied, and in unison.
 - Recognise harmony; sing simple rounds and canons.
 - Recognise verse and chorus
 - Continue work with timbre and phrasing.
 - Recognise theme and variations, and listen to Mozart, *Variations on 'Ah vous dirai-je Maman'* (familarly known as 'Twinkle Twinkle Little Star').
 - Sing or play simple melodies.

A. NOTATION

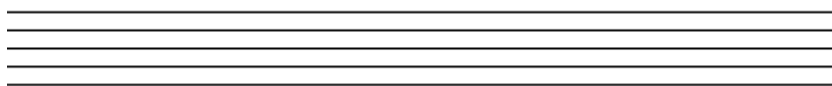
- Review the following notation

○ Crotchet 

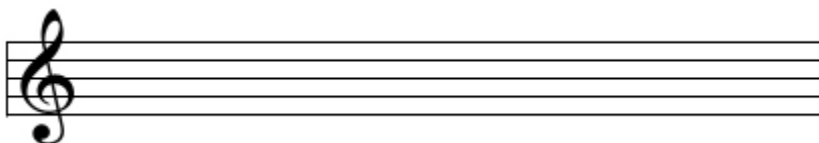
○ Minim 

○ Semi-breve 


○ Stave




○ Treble clef and names of lines and spaces in the treble clef

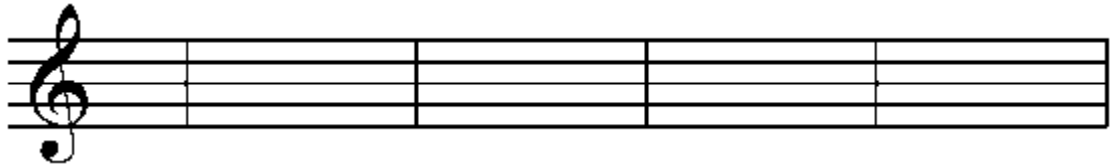


- Crotchet rest 

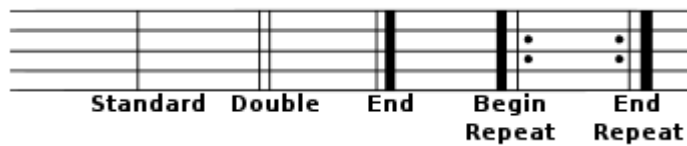
- Minim rest 

- Semibreve rest 


- Bar line





- Double bar line, bar, repeat signs



- Quaver 

- Time signature: $\frac{4}{4}$ quadruple time 


- Time signature: $\frac{2}{4}$ duple time 

- Time signature: $\frac{3}{4}$ triple time 

- Soft: *p*
- Very soft: *pp*
- Loud: *f*
- Very loud: *ff*
- Understand the following notation:
 - Moderately soft: *mp*
 - Moderately loud: *mf*
 - Middle C in the treble clef



o Tied notes 

o Dotted notes 

o Sharps 

o Flats 

o *Da Capo (D.C.):* meaning 'from the beginning'

o *Da Capo al fine (D.C. al fine):* meaning 'repeat from beginning to the *fine* (end) mark'

II. LISTENING AND UNDERSTANDING

Teachers: Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

A. THE ORCHESTRA

- Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, *The Young Person's Guide to the Orchestra*.

B. VOCAL RANGES

Teachers: Students should learn to recognise and name the different vocal ranges, and apply their knowledge by beginning part singing.

- Recognise vocal ranges of the adult female voice:
 - o High = soprano
 - o Middle = mezzo soprano
 - o Low = alto
- Recognise vocal ranges of the male voice:
 - o High = tenor
 - o Middle = baritone
 - o Low = bass

C. COMPOSERS AND THEIR MUSIC

Teachers: Provide brief, child-friendly biographical profiles of the following composers, and listen to representative works.

- George Frederic Handel, 'Hallelujah Chorus' from *The Messiah*
- Franz Joseph Haydn, *Symphony No. 94* ('*Surprise*')
- Scott Joplin, *Maple Leaf Rag*
- Wolfgang Amadeus Mozart, *The Magic Flute*, selections, including:

- Overture
- Introduction, *Zu Hilfe! Zu Hilfe!* (*Tamino, Three Ladies*)
- Aria, *Der Vogelfänger bin ich ja* (*Papageno*)
- Recitative and Aria, *O zittre nicht, mein lieber Sohn!* (*Queen of the Night*)
- Area, *Ein Mädchen oder Weibchen* (*Papageno*)
- Duet, *Pa-pa-gena! Pa-pa-geno!* (*Papageno and Papagena*)
- Finale, Recitative and Chorus, *Die Strahlen der Sonne!* (*Sarastro and Chorus*)

D. MUSICAL CONNECTIONS

Teachers: Introduce children to the following in connection with topics in other disciplines:

- Music of the Middle Ages
- Gregorian chant

III. SONGS

- Auld Lang Syne [Cross-curricular connection with Year 5 British History]
- Bear Necessities
- British Grenadiers
- Heart of Oak [Cross-curricular connection with Year 5 British History]
- I Wanna Be Like You
- Loch Lomond [Cross-curricular connection with Year 5 British History]
- Skye Boat Song [Cross-curricular connection with Year 5 British History]
- Waltzing Matilda [Cross-curricular connection with Year 5 Geography - Australia]
- With a Little Help From My Friend