

## Year 5, Unit 2 Overview

### Sing and Play in Different Styles

This unit of work is clearly sequenced with supporting **Lesson Plans**. For every year group, a **Key Learning** document represents the expected standard of musical learning that will build through each unit across the year. For a more in-depth explanation of the resources and documentation, please see the **Model Music Curriculum Scheme Guide** on the Scheme homepage.

Each unit has a **Musical Spotlight** and a **Social Question** (explained below) and sets out sequences of learning around songs in key musical areas. Over time, all of this contributes towards the steadily increasing development of musical learning. The music, **Musical Spotlights** and **Social Themes** all grow together to support the development of a whole, happy and musical child.

### What is a Musical Spotlight?

Each unit of work has a **Musical Spotlight**. Just like the **Social Questions**, the **Musical Spotlights** deepen as the children move through the Scheme. They offer an opportunity for a musical focus in each unit and a way to deepen the children's musical knowledge and understanding. Each **Musical Spotlight** highlights a musical activity and/or musical element to be discussed, learnt about and integrated into each lesson of the unit. This can be done through the unit songs. Use the **Musical Spotlights** flexibly within each lesson. Tell your audience about them when introducing your performance.

*Extension Activities for Composition Years 3-6 and the Song Writing in Years 5 and 6 documents support the teaching and learning of the Musical Spotlights.*

### Unit Musical Spotlight: Sing and Play in Different Styles

**Explain the following to the children:**

Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.

### What is a Social Question?

Each unit is centred around a **Social Question**, where children are encouraged to think deeply about the world, their communities and their relationships with others.

### Unit Social Question: How Does Music Connect Us with Our Past?

In this unit, we ask, '**How Does Music Connect Us with Our Past?**'. The **Social Question** evolves as the children move through the scheme while encouraging them to be responsible and kind citizens of the world. Please refer to this question as you move through each lesson within the unit. The songs in each

unit have been carefully chosen to support the **Social Question**. Include the social element of the unit in your end-of-unit/year performances.

**Examples of cross-curricular related topics:**

- History
- Entertainment
- Storytelling
- Folklore
- Current events

## Unit Activities and Supporting Documentation

**Each unit is made up of the following activities:**

Baseline Quiz (Unit 1 in each year only)

**Activity 1:** Musicianship Options:

- 1a. Understanding Music
- 1b. Improvise Together

**Activity 2:** Listen and Respond

**Activity 3:** Learn to Sing the Song

**Activity 4:** Play your Instruments with the Song

**Activity 5:** Composing and Improvising

(**KS2** composition options include; Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad and Quickbeats)

**Activity 6:** Perform the Song

End of Unit/Year Quiz

### Flexibility in the Unit Structure

The supporting documentation for this unit can be used flexibly. In order to support your approach to teaching and learning as well as the needs of your students, we have created a **Flexible Lesson Plan** and a **Flexible Unit Summary** grid which can be found on the unit homepage. These are editable and can be used at any stage throughout the year.

## A Summary of Activities in this Unit

Step	Activity 1: Musicianship Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	The Sparkle In My Life by Joanna Mangona and Chris Taylor	The Sparkle In My Life by Joanna Mangona and Chris Taylor	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
2	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Glassworks I. Opening by Philip Glass	The Sparkle In My Life by Joanna Mangona and Chris Taylor	N/A	<b>Option 1</b> Compose with the Song <b>Option 2</b> Compose with a Theme: Pop Track <b>Option 3</b> Music Notepad <b>Option 4</b> Quickbeats	Perform and share what has taken place in the lesson
3	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Dreaming Of Mars by Joanna Mangona and Pete Readman	Dreaming Of Mars by Joanna Mangona and Pete Readman	N/A	N/A	Perform and share what has taken place in the lesson
4	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Macaroni Sundae by Joanna Mangona and Chris Madin, arranged by Rick Coates	Dreaming Of Mars by Joanna Mangona and Pete Readman	Play instrumental parts	N/A	Perform and share what has taken place in the lesson
5	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Get On Board by John Chamberlain, arranged by Chris Taylor	Get On Board by John Chamberlain, arranged by Chris Taylor	N/A	N/A	Perform and share what has taken place in the lesson
6	<b>Option 1</b> Understanding Music  <b>Option 2</b> Improvise Together	Glassworks I. Opening by Philip Glass	Revisit a song of your choice from this unit	Play instrumental parts with your chosen song, if available	Option to revisit Compose activities	Perform and share what has taken place in the lesson and prepare for a concert