

Year 5 – Musical Appreciation and appraisal

Inspiration

Partnership with parents – parents to be invited to look at examples of class work on seesaw.

Key Questions

- How does music vary across the globe?
- What are the differences between the classical tradition and the
- How is music used and perceived in different countries?
- What kind of instruments are played?
- How are the instruments/ensembles similar and different from the traditional classical orchestra?
- Can we create music from a different tradition?

Concepts

- Traditional cultures instruments and sounds
- Tempo – changes in speed of the music
- Timbre – the quality/tone of the sound of each instrument
- Dynamics – the volume of the music.
- Rhythm – repeated patterns of sound

Also covered in:

- Singing assembly (pre/post covid)
- Musical elements of other subjects (e.g. short songs in MFL)

Skills

- With the support of the teacher, children are able to recognise when music is potentially from a different tradition/culture
- Children are able to identify/recall basic traditional instruments of selected cultures and traditions
- Using a variety of socially distant mediums, children can explain and express why the music makes them feel a certain way or evokes a certain emotion.
- With support from the teacher, children can mimic sounds and rhythms of music of different cultures.
- With support from the teacher, children can create and play a repeated rhythm on an instrument from a different culture.

By the end of this unit, children will be able to:

- Understand that there are many musical traditions across the world.
- Recognise the music of different traditions and cultures.
- Recognise traditional instruments from a variety of cultures.
- Recognise the difference between the traditional music of different cultures and classical music.
- Play

Knowledge

Traditional Music

- Music that was often transmitted orally rather than being written down, often telling stories relating to a particular country or culture
- The music was often related to national culture.
- The music can commemorate various kinds of historical, personal and religious events
- A child friendly explanation of what traditional/folk music is can be found here: https://wiki.kidzsearch.com/wiki/Folk_music
- The music does not usually have a single composer but has been added to by many different people and generations as it has been passed down through the generations.

Listeners – appreciate and appraise

- Using examples from the UK (Irish folk) tradition, children identify the more familiar instruments used. An example of Irish folk track can be found here: <https://www.youtube.com/watch?v=JVh3T2CYNv4> This can be compared to a traditional orchestra playing: <https://www.youtube.com/watch?v=e4W3Z4b5abo> What are the similarities? What are the differences? E.g. folk musicians rarely use printed music, often performances take place outside in more 'ordinary' settings with the music being more repetitive.
- Move onto examples from other English speaking countries – Australia and New Zealand. How are the performances similar and different from those closer to home? For example the use of the didgeridoo in Australia <https://kids.kiddle.co/Didgeridoo> Children can see how they are made here: <https://www.youtube.com/watch?v=XittepXxus8> with a traditional performance here: <https://www.youtube.com/watch?v=JEgXAu30yuY>
- Finally move on to instruments from non English speaking countries such as India and Africa. Listen to and evaluate sitar music from India and drumming from Africa. Sitar music example can be found here: <https://www.youtube.com/watch?v=GdBDUXV6x6c> and African drumming can be found here: <https://www.youtube.com/watch?v=GdBDUXV6x6c>
- How do these instruments sound different/similar too more familiar instruments

Introduction to composition

- Children to watch the tutorial on African drumming: <https://www.youtube.com/watch?v=4YEInwHvZPw&app=desktop>
- Invent their own repeating rhythmic patterns using the school drums

Examples of instruments to be visually and aurally recognised



Topic Specific Vocabulary

Didgeridoo, sitar, djembe (African drum), bodhran (Irish drum), harp, flute, violin,

NC Subject content

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increased accuracy

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 4

Year 5

Violin, cello, glockenspiel, piano, bassoon, clarinet, flute, xylophone, piano (quiet), forte (loud), high, low, timbre, pitch, rhythm, tempo

Violin, flute, drum, piano (quiet), forte (loud), high, low, timbre, rhythm, pitch, tempo, harp, pattern, repeat, ostinato

We are listeners/musicians/performers

Audience: parents to be shown performances on seesaw

DRAFT