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| **Year 5 – Music– Autumn 2** | | |
| What should I know already | What am I going to learn | Key Vocabulary |
| * I can use musical terminology to describe a piece of music. * I understand how sharps and flats can affect tonality. * I know how other cultures celebrate Harvest with music from their culture and can identify their sounds. * I can play a variety of pitched and unpitched instruments. * I can follow simple notation and play with accuracy. * I can sing a song including songs in three parts with accuracy and attention to expressive detail. * I can improvise using a non-western scale over a drone. | * I understand the context and history of a Medieval, Baroque and Romantic piece of music. * I understand the difference between semibreves, minims, crotchets, rests, paired quavers and semiquavers. * I understand how triads are formed. * I can compose a melody within a given set of notes that evokes a specific mood. * I can improvise using a non-western scale. * I can compose a melody using a given scale (C major and A minor). * I can perform simple chordal accompaniments. | |  |  | | --- | --- | | Baroque | An era of music from 1600 - 1750 | | Harmonic Series | Notes that naturally occur without the use of valves on a brass instrument | | Fermata | A pause or hold on a note | | Improvise | Making music up as you go along / composing on the spot | | Drone | Two notes that are held under a melody particularly used in medieval music | |