



Year 5 Singing

What I should already know.

- I can sing simple songs, chants and rhymes.
- I can sing with an awareness of and control of my voice.
- I can sing from memory with accurate pitch.
- I can listen with concentration.
- I know that **Duration** is about keeping a steady beat.
- I know **Tempo** is the speed of the music, (how fast or slow).
- I know that **Dynamics** is the volume of the music, (how loud or quiet).
- I know that **Pitch** is how high or low a note is.
- **Timbre** – quality of sound. What an instrument sounds like.
- I know that **Melody** is a single series of notes that create a tune.
- I know that **Repetition** is sounds and sequences that repeat.
- I know that **Rhythm** is a repeated pattern of music.
- I know that a **round** is the same song sung at different times.

What will I know by the end of the unit?

Vocabulary

Vocal Range – The range of pitches a person can produce.

Staff - The five horizontal lines and four spaces that each represent a different musical pitch.

Rhythm – The repeated pattern of music.

Hip Hop - form of popular culture which started among young black people in the United States in the 1980s.

Chorus - A part of a song that recurs at intervals, usually following each verse.

Verse - is a series of lyrics that tell the main story of the song and keep the action or thoughts moving forward.

Famous Singers



Willard Carroll "Will" Smith II (born September 25, 1968) is an American actor, comedian, producer, rapper, and songwriter. He has enjoyed success in television, film, and music.

Skills

Singing

*Perform songs with an understanding of the relationship between lyrics and melody.

*Breathe well and pronounce words, change pitch and show control over voice.

*Perform songs with an awareness of the meaning of the words.

*Perform songs in a way that reflects their meaning and the occasion.

*Sustain a drone or melodic ostinato to accompany singing.

*Play, taking responsibility for the quality of performance through self-directed rehearsal.

*Recognise which improvements need to be made and refine by using individual and group rehearsal skills.

Listening and Responding

*Respond to, identify, compare and contrast music with an increasing awareness of the music's context and purpose.

*Understand and identify why and how the composer has used key features / devices.

*Begin to identify the time period of a piece of music and place on the time line relatively accurately.

Describing and Discussing

*Discuss and share informed opinions about what is heard, commenting on the context / purpose and impact of the music.

*Consider the composer's musical use of key features / devices using a musical vocabulary.

*Use a musical vocabulary to focus thinking and communicate ideas to others with a degree of confidence.

Key Knowledge

Tuning - to adjust the pitch of an instrument or voice, so it is 'in tune' with other voices or instruments.

Ostinato – Short melodic phrase repeated throughout a composition sometimes slightly varied or transported to a different pitch.

Lyrics are words that make up a song, usually consisting of verses and choruses. The writer of lyrics is a lyricist.

Melody is a succession of pitches in rhythm. The melody is usually the most memorable aspect of a song, the one the listener remembers and is able to perform.

Warm Ups

Vowels – up and down scales.

Tongue Twisters – “Red lorry, yellow lorry.”

Posture – Stand tall, knees loose, feet apart.

The singing face – Lift your muscles by smiling & hum.

Breathing – Breath in through the mouth, inflate your middle.

Charanga – vocal warm ups

Songs

'Fresh prince of Bel Air'

Elements

Texture – The layers of sound created by playing instruments together or separately throughout a piece of music. (Solo, unison, layers or ensemble)

Dynamics - volume change (loud or quiet).

Pitch - How high or low a note is.

Notes

