



Subject Theme Overview	Year	5	Charlton Kings Junior School
------------------------	------	---	------------------------------

Subject	Music	Theme	Music from around the World/Samba	Term	5 and 6
What should I know already?		What should I be able to do by the end of the unit?			
- Know how to describe pitch, duration, dynamics, tempo, texture and structure - Know how to read and play a small range of notes on the recorder and glockenspiel - Know how to perform as a soloist and in an ensemble with increasing confidence - Know how to improvise a simple melody using given notes - Know how to read and play a range of rhythms in 2 or more groups. - How to describe music from another culture and period in history, including classical and popular music		- Listen to, appraise and compare traditional music from around the world - Sing traditional African songs in 3 parts - Echo simple call and response melodic or rhythmic patterns - Improvise over a drone using a limited range of notes on a glockenspiel or chime bars - Compose rhythmic vocal chants in the style of tala rhythms - Work collaboratively to create a final piece in the style of 'Symphony' by Ravi Shankar. - Suggest ideas for Samba rhythms when composing a Samba piece - Perform a range of Samba rhythms individually and as part of an ensemble. - Evaluate the effectiveness of a Samba ensemble piece and suggest improvements			
What should I know by the end of the unit?				Key Musical Vocabulary	
Technical	Constructive	Expressive			
- How to sing with accurate pitch in call and response and part songs. - How to play tuned and untuned instruments with accuracy, demonstrating a change in rhythm and dynamics.	- How to accurately describe the use of musical elements when listening and appraising. - How to perform as a small group or whole class ensemble with a sense of timing and fluency.	- How to identify and describe the use of different musical styles in the Ravi Shankar piece. - How to respond creatively to a piece of music through the use of a drone, percussion instruments and vocal chants. - How to apply knowledge from listening when selecting sounds to be used in composition.		Tala rhythms - Rhythmic patterns used in Indian music. Call and response - a musical conversation. An idea is heard and then repeated by a different section of the orchestra Coda - the 'ending' Drone - one long, continuous sound (pitched or unpitched) that is present throughout a piece, usually at the bottom of the texture Improvise - make it up on the spot Pitched percussion - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars, etc. Raga - a special scale used in Indian music, different to the major or minor scales used in western music	

		• How to improvise with effect. • How to reflect the mood and dynamics of a piece of music or song when performing.	Unpitched percussion - percussion instruments that can only make a limited number of sounds – drums, shakers, woodblocks, tambourines, etc. Samba music – A style of music from Brazil, focusing on call and response and repeated rhythmic patterns. Rhythm – a pattern of long and short notes Duration – how long a note lasts for Structure – how a piece of music is organised Samba instruments – Surdo, Repinique, Tamborim, Chocalho, Agogo Bells Apito – the whistle used by the Samba leader
--	--	--	--