

Part singing and descants	Music	Years 5 & 6, Term 2	Year A
Key vocabulary: dynamics, tempo, pulse, pitch, accompaniment, ostinato, parts, switch, conductor			
Knowledge and skills: Understand how pulse, rhythm and pitch work together. (C1) Appropriately discuss the dimensions of music and recognise them in music heard. (C2) Develop understanding of the history and context of music. (C6) Appreciate a wide range of live and recorded music from different traditions and different composers. (C7) Listen to Symphonies 5 and 6 – Beethoven. (C10) <i>In songs, there is a main part (which could be a melody) and an accompaniment. A repeated rhythmic or melodic phrase beneath a main part is called an ostinato. A chord supports the harmonic structure of a melody. Tonic triad (3 notes) 1st, 3rd, 5th degrees of a scale. Most chords sound major or minor. Pitched instruments and percussion can be used together to create an orchestra. Only certain instruments can be used to play chords easily (double stopping on violins, cellos etc possible, but not easy), so guitars, keyboards, glockenspiels, xylophones. Chord notation is usually written as letters on a score.</i>		Possible activities: Listen to short Beethoven Ode to Joy from ninth symphony. Relate to 5 th symphony from last term. Play the theme. Take the song Frere Jacque and sing it through together. Give the children last line and say the first note is D. Work out other notes. Use pitched instruments to play this as an ostinato. Add melody on top. Use correct vocabulary. Repeat this activity, but now add chords. Demonstrate chords on guitar and keyboard. Listen to major and minor chords to hear the difference. Create chords in small groups. Accompany song using chords. Notate chords on a stave. Children work in small groups to make their own arrangement of a song using ostinato, chords and melody. Perform and evaluate each other’s work. Sumer is a cumen in. Song with ostinato. (Sing cuck-oo) Links to May Day and welcoming in the summer. Old English. Use Music Express 6 Roundabout songs: Relay Race and Nanuma as a basis to explore further.	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: Children will consider how hearing large orchestras and choirs make them feel – consider beyond the immediate. Moral: Social: Music is something that can be done in groups, and can build a sense of community. Cultural: There are many great orchestras and choirs in Britain. British Values: Equalities: Everybody can take part in music, regardless of ability or disability.			