



Subject Theme Overview	Year	5	Charlton Kings Junior School
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Subject	Music	Theme	Music from around the World/Samba	Term	3 and 4
What should I know already?		What should I be able to do by the end of the unit?			
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 		<p>Tala rhythms - Rhythmic patterns used in Indian music.</p> <p>Call and response - a musical conversation. An idea is heard and then repeated by a different section of the orchestra</p> <p>Coda - the 'ending'</p> <p>Drone - one long, continuous sound (pitched or unpitched) that is present throughout a piece, usually at the bottom of the texture</p> <p>Improvise - make it up on the spot</p> <p>Pitched percussion - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars, etc.</p> <p>Raga - a special scale used in Indian music, different to the major or minor scales used in western music</p>	

		<ul style="list-style-type: none">• How to improvise with effect.• How to reflect the mood and dynamics of a piece of music or song when performing.	<p>Unpitched percussion - percussion instruments that can only make a limited number of sounds – drums, shakers, woodblocks, tambourines, etc.</p> <p>Samba music – A style of music from Brazil, focusing on call and response and repeated rhythmic patterns.</p> <p>Rhythm – a pattern of long and short notes</p> <p>Duration – how long a note lasts for</p> <p>Structure – how a piece of music is organised</p> <p>Samba instruments – Surdo, Repinique, Tamborim, Chocalho, Agogo Bells Apito – the whistle used by the Samba leader</p>
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