



Class/Year Group Silver Birch/Yr5 & 6

Topic Music

Term Summer 1 (2020-21)

Curriculum Drivers	Aspiration	Community	Key Vocabulary	
National Curriculum	Develop an understanding of musical composition Use and understand staff and other musical notations			Bass clef, beat, composition, crotchet, flat, minim, notes, semibreve, sharp, stave, time signature, treble
Intent			Cross Curricular Links and wider influences	
Curriculum Driver Links			Links to prior learning	In KS1 students should have experimented with, created, selected and combined sounds using the inter-related dimensions of music.
Concept Thread	Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		Links to future learning	In KS3 students will learn how to use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Lesson Intent	Links to Prior Knowledge	Skills	Implementation/Intent
<p>WALT - To be able to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p>			<p>Elicitation task</p> <p>Can you answer the following questions?</p> <p>Which musical notations can you name and explain?</p> <p>What is a musical stave?</p> <p>What are the purposes of the treble and bass clefs?</p> <p>What are the uses of flats and sharps?</p> <p>Can you explain time signatures?</p> <p>Introduce WALT</p> <p>Music is made up of short sounds and long sounds. Different shaped notes tell us the length of the sounds that need to be played. Many different shapes of notes exist, but today we are going to be concentrating on these three (crotchet, minim and semibreve).</p> <p>Semibreve is a long note, it gets four counts</p>



			<p>Minim is a little shorter. Half the length of a semibreve, and gets two counts.</p> <p>Crotchet is the shortest of the three. Half the length of a minim/quarter of a semibreve, so lasts for one count.</p> <p>Demonstrate with clapping and counting. Ask students to follow.</p> <p>We are now going to learn how to draw these different notes.</p> <p>Semibreve is a circle, which we call a notehead</p> <p>To draw a minim, we need to draw a notehead and add a stem (a straight line coming out of the side). Remember, not lollipops (stems do not come out of the middle, but the side)</p> <p>To draw a crotchet, we need to draw a notehead, colour it in, and add a stem.</p> <p>Quick quiz to recap (what is this note, true or false this is a..., how many counts does this note last)</p> <p>Demonstrate a composition with clapping, and ask students to identify the different notes used. Go through answers.</p> <p>Display a composition using the notes. Give time for students to learn and perform this.</p> <p>Listen to some, and offer feedback.</p>
--	--	--	--



			Home task - can students write their own composition, and then record it for GC?
WALT - To be able to create notes on the musical staff.	<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term).</p>		<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We show pitch when we transcribe music using a staff.</p> <p>Introduce WALT</p> <p>State that a staff is 5 lines, and 4 spaces. Show an example.</p> <p>Notes can be written on any line, or in any space.</p> <p>Show examples of noteheads on the lines. If we draw a notehead on a line, we need to ensure that the line is in the centre of the notehead, like an arrow through a person's head. Ask students to draw out a staff using a ruler, and draw some good examples of noteheads on the lines. Show good and bad examples.</p> <p>Show examples of noteheads in-between lines. They need to be between two neighbouring lines, and just touching both (not overlapping). Ask students to draw some good examples of noteheads between the lines on their staff. Show good and bad examples.</p>



			<p>Emphasise that notes must be transcribed neatly when composing music, or it will lead to confusion.</p> <p>Now we know what a staff by itself is meaningless. We need to add in a clef, which we will be looking at next lesson.</p>
<p>WALT - To be able to understand the purpose of the treble clef, and how using it when transcribing compositions.</p>	<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a staff.</p>		<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a staff.</p> <p>Does anybody remember that last week we said a staff was meaningless without a...? (clef)</p> <p>Introduce WALT</p> <p>Show the treble clef, and say this is what tells us what each line and space is called.</p> <p>Make sure that they are aware that high pitched instruments use the treble clef (such as violin, flute and righthand side of the piano)</p> <p>Practice how to draw a treble clef. They will need to draw a staff using a ruler. It looks complicated, but it's easy. Start on the second line, curve up to meet the middle line and curve back down to touch the bottom line. Go up and across, make a little loop, straight down through the middle and finish with a little hook.</p>



			<p>The easiest way to read the notes on the treble stave, is to remember two mnemonics.</p> <p>For the notes on the line, we can remember Every Good Boy Deserves Food</p> <p>For the notes in between the lines, we can use the word FACE</p> <p>Play a game of guess the note. Begin with notes on the line, change to notes in space, and finish with mixing them.</p> <p>Next lesson, we will be looking at a different clef.</p> <p>Can they come up with their own mnemonics for next lesson?</p>
<p>WALT - Understand the purpose of the bass clef and using it when transcribing compositions.</p>	<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term).</p> <p>What do we call this - pitch (tells us how high/low the note is)</p>		<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a stave.</p> <p>We know about the treble clef, and how instruments that use higher pitch notes use this. However, some instruments play low sounds (such as double bass, cello and left side of piano)</p> <p>Introduce WALT</p>



	<p>We know we show pitch when we transcribe music using a stave.</p> <p>We know the treble clef is used on staves for instruments that play higher pitched notes</p>		<p>Show the bass clef, and say this is what tells us what each line and space is called.</p> <p>Practice how to draw a bass clef.</p> <p>They will need to draw a stave using a ruler. It looks complicated, but it's easy. We start on the fourth line, and curve up to the 5th. We then curve back down between the 1st and 2nd, then add a dot between the 3rd and 4th, and the 4th and 5th.</p> <p>The easiest way to read the notes on the bass stave, is to remember two mnemonics.</p> <p>For the notes on the line, we can remember <i>Granny Bakes Donuts For Alice</i></p> <p>For the notes in between the lines, we can remember <i>Angry Crocodile eats George</i></p> <p>Play a game of guess the note. Begin with notes on the line, change to notes in space, and finish with mixing them.</p> <p>Can they come up with their own mnemonics for next lesson?</p>
<p>WALT - To be able to understand and use the # (sharp) and b (flat) symbols.</p>	<p>We now know that music has long and short sounds.</p>		<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p>



	<p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a staff.</p> <p>We know the treble clef is used on staves for instruments that play higher pitched notes, and a bass clef is used for lower pitched.</p>		<p>We know we show pitch when we transcribe music using a staff.</p> <p>We know the treble clef is used on staves for instruments that play higher pitched notes, and a bass clef is used for lower pitched.</p> <p>Play a game of identifying the note using noteheads on the line, in the spaces and with a mixture of clefs.</p> <p>Introduce WALT</p> <p>Show a picture of an octave of piano keys (c to c)</p> <p>Identify and label the white keys. What about the black keys?</p> <p>The black keys get their names from the white ones.</p> <p>$C\#$ lies to the right of the white key C. Can you try and identify the rest? Should be $D\#$, $F\#$, $G\#$ and $A\#$.</p> <p>Look at the symbol. It is similar to a hashtag, but it is NOT the same (sharp has slanted horizontals while hashtags have slanted verticals).</p> <p>Seems easy, but here is where it can get a little tricky. The note to the left of D can also be called $D\flat$. Can you try labelling the rest? Should be $E\flat$, $G\flat$, $A\flat$ and $B\flat$</p> <p>So why do these black keys have two names?</p>
--	---	--	---



			<p>If we are moving up in pitch they are sharps, but if we are moving down in pitch, they are flats. Do C# and D\flat then for example, make two different sounds?</p> <p>No. C# and D\flat make the exact same sound. They are called an Enharmonic Pair. It just depends on which direction the pitch is going which name they are called.</p> <p>When we write them in English, the symbol comes after the note.</p> <p>When we transcribe these notes on to a stave, the sharp/flat have to come before the note. Music is written left to right, and it gives the performer more time to see which note they have to play.</p> <p>To correctly transcribe flats and sharps, we have to take note of the space inside the symbols. These parts must be placed on the same line, or in the same space as the notehead.</p> <p>Draw out a stave with a treble clef using a ruler and transcribe these notes (have answers prepared).</p>
<p>WALT to be able to use and understand simple time signatures</p>	<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term).</p>		<p>We now know that music has long and short sounds.</p> <p>We also know that music has higher and lower sounds (from last half-term). What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a stave.</p>



	<p>What do we call this - pitch (tells us how high/low the note is)</p> <p>We know we show pitch when we transcribe music using a staff.</p> <p>We know the treble clef is used on staves for instruments that play higher pitched notes, and a bass clef is used for lower pitched</p> <p>We know that sharp/flat notes can make the same sounds, but what they are named will depend on the direction of the pitch</p>		<p>We know the treble clef is used on staves for instruments that play higher pitched notes, and a bass clef is used for lower pitched.</p> <p>We know that sharp/flat notes can make the same sounds, but what they are named will depend on the direction of the pitch</p> <p>Show some pieces of music. Show that they are separated into bars by bar lines.</p> <p>Introduce WALT</p> <p>The time signature are the numbers at the beginning of the piece, and tell us how many beats are between one bar line and the next. This makes the music easier to read. No bar lines can make it very confusing.</p> <p>Show some pieces of music with no bar lines and a four four time signature (top number tells us there's four beats between each bar line).</p> <p>Re-cap the counts each semibreve, minim and crotchet will have, and write this above the noteheads on the staff. Add up the counts, and after every 4, draw in a bar line. At the end of the piece, draw in a double bar line to show we are done.</p> <p>There, we have used a time signature to add in bar lines and make some bars. Next, clap the tune.</p> <p>Repeat with a time signature of three four, and then two four</p>
--	--	--	--



			<p>Show some music with a time signatures and an empty bar. What could fit?</p> <p>Hot task</p> <p>Can you answer the following questions?</p> <p>Which musical notations can you name and explain?</p> <p>What is a musical staff?</p> <p>What are the purposes of the treble and bass clefs?</p> <p>What are the uses of flats and sharps?</p> <p>Can you explain time signatures?</p>
--	--	--	--