



# St James' Church of England Primary School

## Music Overview Sheet



### Year 5 – South and West Africa



**Unit Outcomes:** Pupils who are **secure** will be able to:

- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

**Key Skills:**

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Using staff notation to record rhythms and melodies.

#### Overview:

Lesson 1: **'Shosholoza' a cappella** To sing a traditional African song unaccompanied  
 Lesson 2: **Playing 'Shosholoza'** To use tuned percussion to play a chord progression  
 Lesson 3: **The 'Shosholoza' show** To use vocals or tuned percussion to perform a piece of music as an ensemble  
 Lesson 4: **Drumming away to Africa** To play call and response rhythms using percussion instruments  
 Lesson 5: **Eight-beat breaks** To create an eight beat break to play within a performance

#### Cross-Curricular Ideas

#### Key Vocabulary

a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome

#### Impact/Assessment

**Most Children will:** • Singing using the correct pronunciation and with increasing confidence. • Playing a chord with two notes, in time. • Maintaining their part in the performance with accuracy. • Playing in time the more complicated rhythms with rests. • Having created an eight beat break, which they play in the correct place.

**More Able Children will:** • Being able to hold the tune when unaccompanied. • Accurately playing a two or three note chord progression in time with the ensemble. • Performing their part, including all the elements they have worked on. • Picking up their beat if they get out of time – this would indicate they can easily find the first beat of the bar, which is a more advanced skill. • Having created a break which is eight beats long and accurately played in time.