

## Sing Up Music – Year 5: *Rosewood gratitude*

**Pieces:** *Rosewood gratitude* by Lily May, *Piano sonata No. 16 in C'Allegro'* (K.545) by Wolfgang Amadeus Mozart, *Pipeline* by Bob Spickard and Brian Carman, *Down flat* by Kelvyn Brown, *Manhanga kutapira* ('Sweet pumpkins') traditional Zimbabwean, *Rachid Ouiguini* by Toumani and Sidiki Diabaté, *Gambia* by Sona Jobarteh.

**About the unit:** The piece and the unit *Rosewood gratitude* is inspired by the balafon music of West Africa. The objective of the unit is for children to be immersed in the rhythm and harmony sound world of *Rosewood gratitude*, whilst exploring a range of percussive techniques on xylophones – be it holding a clave pattern, stepping evenly on quavers, or double bouncing on a note. The piece features the distinctive 'son' clave rhythm (pronounced as in the word 'on').

*Rosewood gratitude* has been created with upper Key Stage 2 in mind and includes numerous patterns to play – from easy to more challenging. You do not have to stick to the scored arrangement and can take the patterns and organise them in any order and combination, creating your own unique class arrangement to use with the performance and backing tracks.

**Musical focus:** 'Son' clave rhythm, tuned percussion techniques (stepping, bounce, right/left, hand-to-hand sticking), creating an arrangement, balafon music from West Africa, griot tradition.

### Musical learning:

- Create their own arrangement of *Rosewood gratitude*.
- Recognise patterns from *Rosewood gratitude* written in staff notation.
- Play three patterns from *Rosewood gratitude* fluently and by ear.
- Take part in an ensemble performance of *Rosewood gratitude*.
- Develop understanding of music written for the balafon.

### National Curriculum for Music KS2 coverage:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<input checked="" type="checkbox"/>
Improvise and compose music for a range of purposes using the interrelated dimensions of music.	<input checked="" type="checkbox"/>
Listen with attention to detail and recall sounds with increasing aural memory.	<input checked="" type="checkbox"/>
Use and understand staff and other musical notations.	<input checked="" type="checkbox"/>
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	<input checked="" type="checkbox"/>
Develop an understanding of the history of music.	<input checked="" type="checkbox"/>

Model Music Curriculum YEAR 5 coverage:

Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.	<input checked="" type="checkbox"/>
Listen to recorded performances.	<input checked="" type="checkbox"/>
Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.	<input checked="" type="checkbox"/>
Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.	<input checked="" type="checkbox"/>
Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	<input checked="" type="checkbox"/>
Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	<input checked="" type="checkbox"/>
Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	<input checked="" type="checkbox"/>
Read and perform pitch notation within an octave (e.g. C–C'/do–do).	<input checked="" type="checkbox"/>
Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	<input checked="" type="checkbox"/>