

Year 5 - Term 1

Title No. lessons	About the unit	Musical material
<p><i>What shall we do with the drunken sailor?</i></p> <p>-</p> <p>6 lessons</p>	<p>Focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary. 	<p>Song Bank: <i>What shall we do with the drunken sailor?</i>; <i>Rubber chicken</i>; <i>Hey, ho! Nobody home</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>What shall we do with the drunken sailor?</i> Teaching video – song & game. • <i>Drunken Sailor Mashup</i> (TikTok user @nathanevanss & others). • <i>Sea Shanties documentary</i> (BBC 4). • <i>Hey, ho! Nobody home</i> progression snapshot 1 videos (Sing Up). • <i>Wellerman</i> (TikTok Sea Shanty mashup 2021). • <i>Sea shanty medley</i> (Home Free).
<p><i>Why we sing</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Gospel music, instruments, structure, texture, vocal decoration.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.). 	<p>Song Bank: <i>Let's start to sing!</i>; <i>Tongue twisters</i>; <i>Tongue, teeth, lips, mouth</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wade in the water</i> (Sweet Honey in the Rock). • <i>Wade in the water</i> (The Spirituals). • <i>Climbing higher mountains</i> (Aretha Franklin). • <i>Why we sing</i> (Kirk Franklin and the Family). • <i>What kind of man is this?</i> (Ray Charles & the Voices of Jubilation Choir 2006). • <i>Shackles (Praise you)</i> (Mary Mary). • <i>This little light of mine</i> (Soweto Gospel Choir). • <i>Take your burden to the Lord (and leave it there)</i> (Blind Boys of Alabama). • <i>The storm is passing over</i> (The Clara Ward Singers). • <i>Jesus gave me water</i> (Sam Cooke & The Soul Stirrers). • <i>Great is your mercy</i> (Donnie McClurkin). • <i>Get away, Jordan</i> (Take 6).
<p><i>Introduction to songwriting</i></p> <p>-</p> <p>3 lessons</p>	<p>Focus: Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. • Create fragments of songs that can develop into fully fledged songs. • Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. • Understand techniques for creating a song and develop a greater understanding of the songwriting process. 	<p>Song Bank: <i>Throw, catch</i>; <i>Plasticine person</i>; <i>Great day</i>; <i>Firework</i>; <i>Songwriting backing tracks</i>; <i>Song pieces</i>.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • <i>Wonderwall</i> (Oasis). • <i>Say my name</i> (Destiny's Child). • <i>Le freak</i> (Chic). • <i>Smalltown boy</i> (Broski Beat).