

MUSIC

Syllabus for Primary Schools

YEAR 5

LEARNING OUTCOMES

for

YEAR 5

5.1 PERFORMING	5.2 COMPOSING	5.3 LISTENING AND APPRAISING
5.1.1 Develop increasing ability to sing songs in unison and two parts	5.2.1 Develop increasing ability to explore a range of resources for composing	5.3.1 Develop increasing ability to identify the sounds of orchestral instruments individually and in combination
5.1.2 Develop ability to sing rounds in two parts	5.2.2 Develop ability to complete rhythmic and melodic openings	5.3.2 Develop increasing ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect.
5.1.3 Develop increasing ability to play musical phrases by ear and from notations	5.2.3 Develop increasing ability to compose accompaniments to songs	5.3.3 Develop increasing ability to recognise pointers that suggest time and place in which a piece of music was composed
5.1.4 Develop increasing ability to play pieces in several parts	5.2.4 Develop increasing ability to compose music	5.3.4 Develop increasing ability to respond to music
5.1.5 Develop increasing ability to play accompaniments to songs	5.2.5 Develop increasing ability to record compositions	5.3.5 Develop increasing ability to give musical reasons for views about music using a musical vocabulary
5.1.6 Develop increasing ability to present performances		

PROGRAMME

for

YEAR 5

5.1 PERFORMING

Learning Outcomes	Notes
<p>5.1.1 Develop increasing ability to sing songs, in unison and two parts , developing and control of:</p> <ul style="list-style-type: none"> • diction, • phrasing, • pulse, rhythm and metre, • pitch, • the expressive elements. 	<p>develop the singing voice by, e.g., continuing practicing vowel sounds and develop staccato and legato singing</p> <p>Speak the words very clearly</p> <p>Identify phrases so that all breathe together through their mouths in the right places Identify phrase structure to sing any repeated phrases at a different dynamic, if appropriate</p> <p>Identify the metre i.e. the pattern of strong and weak beat/s in 2-, 3- and 4-beat pattern songs</p> <p>Sing songs in two parts noting how the parts fit together on sheet music in staff notation note the time signature, how the notes on the music sheet reflect the voice going higher, lower or staying the same and how the shapes of the notes reflect their value</p> <p>of timbre, tempo and dynamics</p>

<p>5.1.2 Develop ability to sing rounds in two parts</p> <ul style="list-style-type: none"> • examine the structure of the round • sing confidently in unison • sing the round in two parts • find out how the two parts fit in • various ways of ending a round • accompanying a round 	<p>e.g. Frere Jacques e.g. the number of phrases, any repetition of phrases</p> <p>C and E or C and A played together on a keyboard sound relaxed but try C and D or C and B – they sound tense</p> <p>either each part drops out as it completes its performance or the various parts repeat the last line until everyone has caught up or watch for a clear finish gesture by the conductor</p> <p>e.g. with one-, two-, or three-note drone and/or a rhythmic/melodic ostinato based on one line of the round</p>
<p>5.1.3 Develop increasing ability to play musical phrases by ear and from notations</p>	<p>e.g. ‘finding’ known tunes on a glockenspiel and phrases for various purposes introduce the principle of pitch notation on a stave</p>
<p>5.1.4 Develop increasing ability to play pieces in several parts see 4.1.3</p>	
<p>5.1.5 Develop increasing ability to play accompaniments to songs see 4.1.4</p>	
<p>5.1.6 Develop increasing ability to present performances</p>	<p>rehearse, plan and present performances for school’s and community’s different special occasions e.g. <i>Prize Day, Jum ir-Raħal/il-belt</i>, with re-runs preferably at different venues and for different audiences e.g. <i>at old people’s homes, for parents.</i></p>

5.2 COMPOSING

Learning Outcomes	Notes
<p>5.2.1 Develop increasing ability to explore more resources for composing e.g.:</p> <ul style="list-style-type: none"> • create ‘relaxed’ and ‘tense’ sounds: 	<p>e.g. 3rds and 6ths on tuned instruments sound relaxed but 2nds sound tense</p> <p>there are also relaxed and tense chords</p> <p>rhythmic sounds sound relaxed but non-rhythmic sounds sound tense</p>
<p>5.2.2 Develop ability to complete rhythmic and melodic openings see also 4.2.2</p>	<p>opening bars played by teacher to be completed by each pupil in turn</p>
<p>5.2.3 Develop increasing ability to compose accompaniments to songs see 4.2.3</p>	
<p>5.2.4 Develop increasing ability to compose music:</p> <p>explore, select, combine and organise sounds in musical structures e.g. beginning, middle and end, ABA, ABACA, repetition of pattern/s, melody, rhythm and using the elements of music</p>	<p>e.g. a sound picture of a clock shop where different kinds of clocks are all ticking and chiming</p> <p>a fanfare in rondo form using the notes CEGC’ and vocal and instrumental sounds</p>
<p>5.2.5. Develop increasing ability to record compositions</p> <ul style="list-style-type: none"> • on cassette • use notation/s 	<p>for better evaluation where appropriate e.g. a graphic score</p>

5.3 LISTENING AND APPRAISING

Learning Outcomes	Notes
5.3.1 Develop increasing ability to identify the sounds of orchestral instruments individually and in combination	Suggested audio/visual aids: <i>‘Peter and the Wolf’</i> by Prokofiev, <i>‘The Young Person’s Guide to the Orchestra’</i> by Britten
5.3.2 Develop increasing ability to listen to extracts of music demonstrating how composers use the elements of music and resources to communicate a mood or effect	e.g. <i>Changing of the Guard</i> from <i>Carmen</i> by Bizet <i>Syncopated Clock</i> by Leroy Anderson and <i>Timepiece</i> by Paul Patterson Extracts from <i>Pictures at an Exhibition</i> by Mussorgsky
5.3.3 Develop increasing ability to recognise pointers that suggest time and place in which a piece of music was composed	e.g. Listening to an unaccompanied Gregorian chant – Medieval a carol accompanied by psaltery, recorder, guitar and tabor – 16 th c a carol with a reed-organ accompaniment – 19 th c a carol accompanied by an orchestra – modern rhythms played on drums of various sizes from Africa steel band music and singing in calypso style from the Caribbean
5.3.4 Develop increasing ability to respond to the musical elements, character and mood of music by means of movement, dance or other forms of expression	reflect on the musical features and devise movements or dances to e.g.: folk music from various countries performances of popular music e.g. steel band music classical music eg <i>Aragonaise</i> from Bizet’s <i>Carmen Suite No. 1</i>
5.3.5 Develop increasing ability to give musical reasons for views about music using a musical vocabulary	