




Year 5 Music Plan – Sustained Listening

Intended End Points			
EYFS	KS1	KS2	
Participate in small performances, playing and tapping in time to music, remembering and maintaining their role.	Perform expressively using voices/dynamics, sing short songs from memory, play short melodic patterns from letter notation.	Perform as an ensemble to a wider audience, follow cues/directions, take a solo/leadership role within a performance.	
Express responses to music, explore lyrics by suggesting actions, understand that different instruments make different sounds.	Begin to use musical vocabulary to describe music, recognise changes in music, recognise instrumentation.	Recognise stylistic features and musical eras, use musical vocabulary when describing/evaluating music, identify individual features of a song.	
Experiment with body percussion, instruments and vocal sounds, play untuned percussion in time with a piece of music.	Combine and layer instruments within a given structure, choose dynamics/tempo/timbre for their music, begin to use music technology.	Compose a multi-layered piece of music, begin to write lyrics, record own composition using staff notation and/or music technology.	
Key Composer:	Genres of Music:		
<div>Benjamin Britten</div> <div>22 November 1913 – 4 December 1976</div> <div></div> <div>Britten was an English composer, conductor and pianist. He created a range of opera, vocal, orchestral and chamber pieces. Britten was known for creating music with 'song cycles' often set to a selection of poetry.</div>	<div>Traditional (20th Century)</div> <div>Key Song: This Little Babe – Benjamin Britten</div> <div>"This Little Babe" is a movement that has a dark approach and often uses imagery of hell. The traditional piece depicts a battle between the baby and Satan (good v evil), which is conveyed in its swift tempo, polyrhythms, overlapping segments between voices and a climax with an intense key change.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=SVEOWJfwVhA</div>	<div>Traditional (20th Century)</div> <div>Key Song: English Folk Song Suite – Vaughan Williams</div> <div>The suite consists of 3 movements: March (Seventeen Come Sunday), Intermezzo (My Bonny Boy) and another March (Folk Songs from Somerset). Each movement tells the story of a soldier, enticing a maid, dealing with the pains of unrequited love to eventually be tricked at the last minute.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=D0sC4xbyT5c</div>	<div>Film Music: The Breakfast Club (1985)</div> <div>Key Song: Don't You (Forget About Me) – Simple Minds</div> <div>Written and composed by songwriter Keith Forsey for the iconic film, "The Breakfast Club". The song begins with power chords on the guitar, followed by a repetitive and metronomic groove.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=CdgoNKCCt7A</div>
Points to Discuss:			
<ul style="list-style-type: none">Key characteristics of each genreContextual background of the genre (What years was the genre prevalent? How did the genre evolve? Was the genre inspired by any other forms of music?)Typical instruments / features of each genreSong lyrics and their meaningsSongwriters / artists / bandsMusical terminology (appropriate to each year group)Historical context of songs	<div>*80's Synth/Pop (1984)</div> <div>Key Song: Smalltown Boy – Bronski Beat</div> <div>The 80's Synth classic tells the story of a young gay man leaving a life of homophobia in search of a new life in the big city. The song opens with a dark, synth beat, lifted by a brighter top line and darting melody. Sommerville sings a sustained 'cry' throughout the song.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=88sARuFu-tc</div>	<div>*80's Synth/Pop (1981)</div> <div>Key Song: Don't You Want Me – The Human League</div> <div>80's synth piano, a repetitive bass line and a great pop hook, "Don't You Want Me" features both a male and female singer and is structured as a duet. The Human League relies on electronic sounds and 'archaic and antique' guitars.</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=uPudE8nDog0</div>	<div>World Music: South African Choral</div> <div>Key Song: Inkanyezi Nezazi – Ladysmith Black Mambazo</div> <div>(to be completed on World Music Day)</div> <div>YouTube Link</div> <div>https://www.youtube.com/watch?v=_bkYOU7yQjc&t=46s</div>
Ideas	Expectations		
	Floorbook	Website Posts / Talk Homework	Contributions to Displays
<ul style="list-style-type: none">Reading comprehension / song lyric annotationTimeline of the history of musical genres / periodsOrchestra and instrument studyComposer / writer researchCompare a variety of songs from the same genre	<div>1 floorbook per week</div> <div>Cold – Gold tasks evidenced (via Menti / discussions / Kahoot)</div> <div>Evidence of discussions through quotes</div> <div>Box grids / impact sheets</div>	<div>1 talk homework per term</div> <div>Try to evidence as much work as possible on Seesaw and via the school's website.</div>	<div>1 pic-collage per term</div> <div>This will be used on the school's music display in the KS2 corridor.</div>
*Songs will be performed during the St. Oz Music Fest in Summer Term.			