


BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Subject: Music		Year group: 5 Term: Spring 1		Title: Performing (Easter service)					
<p>What should I already know?</p> <ul style="list-style-type: none">• That the content of a performance should vary depending on the audience and the occasion.• That songs tell a story. If you articulate your words clearly the meaning will be passed onto the audience.• To know that musical instruments are important in songs too.• To know that you need to be planned and confident when performing and consider the best place for people to sit and stand.• That songs have different structures. They can have verses and choruses and be call and response.		<p>Facts I will learn</p> <ul style="list-style-type: none">• That the content of a performance should vary depending on the audience and the occasion.• To know that songs can have a simple chorus and verse and can be sung in parts but that many also contain a bridge.• To know that a composition is music that is kept in some way. It reflects the message of the subject.• To know that the style will help tell the story and varies depending on the mood being created or story you are trying to tell.• To know that reflecting on performances, looking for strengths and weaknesses, might help future performances		<p>Key questions</p> <ul style="list-style-type: none">• Can you choose what to perform and create a programme?• Do all songs have the same structure?• Can we compose a song that tells the story of Easter?• Is the style of a piece of Music important and can we find a piece of Music with a bridge to help us tell the story of Easter?• Is a performance the end of the story? <div></div>					
<p>Key Skills</p> <ul style="list-style-type: none">• To discuss how a song makes you feel and the message it is trying to relay.• To show an awareness of being in tune.• Sing as part of a group following the lead of a conductor listening to each other.• To have an awareness of pulse internally when singing.		<p>Experiences that school will provide</p> <p>Opportunity to see a performance with as live orchestra in the form of pantomime.</p> <p>Performing at the Easter Service (most probably through video projection).</p>		<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>bridge</td><td>A contrasting section which usually links back to the main material and is usually found after the second chorus.</td></tr></table>		Key vocab	Definition	bridge	A contrasting section which usually links back to the main material and is usually found after the second chorus.
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<ul style="list-style-type: none"> • To sing in unison. • To sing in 3 parts. • To show awareness of who you are performing for and the subject you are writing about. 		style	The type of music e.g. pop, rock, ballad
<p>Web links</p> <p>https://www.youtube.com/watch?v=wFCcbFtd6Zo</p> <p>https://www.youtube.com/watch?v=Spn04mWXZSA</p>	<p>Experiences that could be provided at home</p> <p>Encourage your child to perform for you. It could be as simple as reciting a poem or as extreme as a mini show with costumes.</p>	Backing	The accompaniment to a song.
		Introduction	To know that an introduction is the songs beginning. It sets the scene for the melody, rhythm, tempo and energy. Everyone performs at the same time
		Subject	A person or thing being discussed.
		Melody / tune	The tune of the music created by sequences of notes.