



Year 5 – Autumn 1 – What shall we do with the drunken sailor?

**Knowledge**

Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.

These melodies can be enhanced with rhythmic or chordal accompaniment.

Compose a short ternary piece.

Use chords to compose music to evoke a specific atmosphere, mood, or environment.

Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

**Vocabulary**

**Structure:** in music means how a piece of music is put together. It's like the plan or layout of a song — for example, it might have a verse, then a chorus, then another verse.

**Lyric Writing:** when you create the words for a song. These words are called lyrics, and they often rhyme and tell a story or share feelings

**Melody:** the main tune of a song — the part you usually sing or hum. It's made up of a series of notes played one after the other

**Dot Notation:** a way of writing music using dots and symbols to show which notes to play and how long to play them. It's like a musical alphabet.

**Lesson Sequence**

**Lesson 1:** I can sing a sea shanty expressively and with a strong beat.

**Lesson 2:** I can learn a cup rhythm game, keeping to the beat of the song.

**Lesson 3:** Progression snapshot 1. Make a video recording of children singing.

**Lesson 4:** I can create body percussion patterns to accompany a sea shanty. I can write the patterns out using a rhythm grid.

**Lesson 5:** I can create accompaniments with bass notes and chords.

**Lesson 6:** I can rehearse and perform What shall we do with the drunken sailor?

