

Topic: Music - Performing	Year group	Term
Performing and improvising (Trumpet)	Year 5	Spring / Summer

Background knowledge

Children will be taught to play the trumpet by an outside agency. They will learn the basic notes and some simple tunes, including some reading of music. The sessions will end with a performance at the 'Big Gig'. (May be done virtually)

What should I already know?

Year 5 (Aut)

I can recognise musical notation and associated symbols.

I can read music.

National Curriculum Objectives / Key Skills	The Journey
To play and perform in solo and ensemble contexts, using their voices and playing their instruments with some accuracy, fluency, control and expression. <i>I can perform in front of an audience</i> <i>I can play notes on a ukulele</i> <i>I can perform by ear and from simple notations</i> <i>I can maintain my part while others are performing their part</i>	1. To become familiar with the Trumpet. To know the basic parts and how to hold it. 2. To learn how to play note c. 3. To continue to practise playing note c. 4. To learn how to play note d. 5. To continue to practise playing note d. 6. To improvise when playing the Trumpet. 7. To play tunes from memory. 8. To read basic music. 9. To learn how to play note e. 10. To continue to practise playing all notes learned. 11. To play with confidence and to improvise using notes learned. 12. To perform with others at the 'Big Gig'.

Outcomes

An overview of what children will know / can do

Working towards: I can identify the main parts of a trumpet and can hold it correctly. I can make a sound using the trumpet. With support, I can play some basic notes and I can improvise when playing the trumpet. With support, I can read some musical notation and can recognise some symbols.

Expected: I can identify the main parts of a trumpet and can hold it correctly. I can correctly play the trumpet to make a sound. I can play some basic notes and I can improvise when playing the trumpet. I can read some musical notation, understand how many beats and can recognise some symbols.

Exceeding: I can identify the main parts of a trumpet and can hold it correctly. I can correctly play the trumpet to make a sound. I can play a range of notes and I can improvise when playing the trumpet. I can read musical notation, know how many beats and can recognise symbols including the treble clef.

Key Vocabulary	Timeline / Diagrams
Stave - 5 lines and 4 spaces that hold notes. Bar - a section on a stave separated by vertical lines. Note - a symbol denoting a musical sound. Treble clef - a symbol on written music, defining what pitch to play the note. Time signature - how many beats in each bar Tempo - how fast or slow to play. Semibreve - 4 beat note. Minim - 2 beat note. Crotchet - 1 beat note. Quaver - half beat note. Semi-quaver - quarter beat note. Rest - when a note is not played for a defined length of time. Forte - loud. Mezzo forte - moderately loud. Crescendo - getting louder. Decrescendo - getting quieter. Rhythm - a regular repeated pattern of sound. Instrument - an object used to create sound. Tuned - an instrument which can create sound of different pitches. Untuned - an instrument that has no change in pitch. Audience - a group of people watching or listening to a performance. Volume - loud and quiet. Pitch - high or low.	

Key people / places
"Music can change the world" Beethoven

Assessment questions / outcomes

Can you name the key parts of the trumpet?

Can you say what the notes are on a stave?

Can you describe each note (semibreve, minim, crotchet, quaver, semi-quaver)?

Can you recall the notes for the tunes we have played?

Can you explain the key vocabulary (rest, forte, mezzo forte, crescendo, decrescendo, rhythm)?