

















Year 5 - Composition notation - Term 1

Key Vocabulary

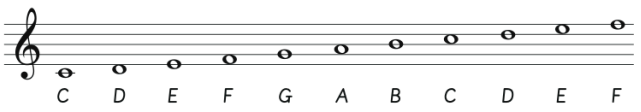
- Melody** The combination of pitch and rhythm which forms a tune.
- Improvising** Making up music as it is played or performed.
- Notation** Written symbols used to represent music.
- Motif** A short musical phrase that is often repeated.
- Call and response** A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.
- Unison** Playing or singing notes at the same pitch at the same time.
- Verse** A repeated section of a song that usually features new lyrics on each repetition.
- Structure** The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.
- Major** A tonality where the music sounds happy or bright.
- Minor** A tonality where the music sounds sad or tense.
- Tempo** The speed or pace of the music.
- Ensemble** A group of people who perform instrumental or vocal music.

Notation

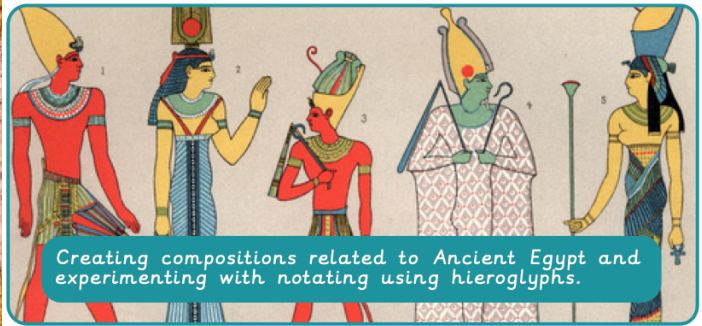
Staff notation

Quaver		Half	½	
Crotchet		One	1	
Minim		Two	2	 
Dotted minim		Three	3	  
Semibreve		Four	4	   

Letter notation



C D E F G A B C D E F



To know statements	✓ X
To know how to sing with accuracy, fluency, control, and expression.	
To know how to use different forms of notation.	
To know that notes have different length.	
To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	
To know how to use stave notation to write a piece of music.	

What can you remember from previous units?
 Can remember how different notes have different durations?
 Can you remember how long a quaver lasts?

Anything else you have learnt? What have you enjoyed?