

# ACET Junior Academies'

## Scheme of Work for music

### Year 5 Unit 1.1: A Musical Masque



#### unit:

work is linked to the History scheme of work HT 1.1 Post 1066 Study: The Tudors. It is a starting point for exploration in which children will begin to learn about Tudor Dance music, in particular the Pavan as a popular Tudor dance. Children will identify musical features and rhythms before attempting to dance the Pavan and performing their own Pavan melody over a drum. Children will then move on to learn about traditional Tudor musical instruments before exploring Tudor songs and madrigals, a, la, la, la, la' refrain. Where they will compose their own lyrics to a madrigal melody. Fanfares are explored briefly before putting on a Tudor style banquet/concert combining elements of all the musical learning in to a class performance.

#### Structure

Structured around six sequential music enquiries:

- What is a Pavan?
- How do we perform a Pavan?
- How do Tudor instruments sound like?
- What is a Madrigal?
- What is a Fanfare?

#### National Curriculum objectives:

#### Links to previous and future National Curriculum units/objectives

#### KS2

- Listen with attention to detail and recall sound sources, increasing aural memory.

cal masque - banquet/concert.

- Appreciate and understand a wide range of historical and recorded music drawn from different traditions from great composers and musicians.
- Play and perform in solo ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improve and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Use and understand staff and other musical notation.
- Develop an understanding of the History of Music.

### **Unit**

Y5 Victorian Music Hall HT 2.1

### **KS3**

- Listen with increasing discrimination to a wide range of music from great composers and musicians.
- Improvise and compose music for a range of purposes, exploring the inter-related dimensions of music.
- Identify and use the inter-related dimensions of music, expressing ideas expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.
- Play and perform in solo and ensemble contexts, using voices and playing, musical instruments with increasing accuracy, fluency, control and expression.
- Use and understand staff and other musical notation.

## Enquiry 1: What is a Pavan?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Context
<p>Students now have a range of knowledge of Tudor music, including a variety of instruments to improve their musical skills. They are more confident and have developed their listening skills, such as identifying the duration of a piece.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What an ostinato is and how to identify one.            What a Pavan is and how they are structured.            The features of a Pavan.            What instruments are used in Tudor music.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>            Appraising            Listening</p>	<ul style="list-style-type: none"> <li>• Listen and appraise different types of Tudor music.</li> <li>• Learn about musical features of a Pavan.</li> </ul> <p><b>Key concepts:</b></p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Identify and understand a Pavan?</li> <li>• Clap a Pavan rhythm?</li> <li>• Follow a score?</li> <li>• Identify musical features of a piece of music?</li> </ul>	<p>Historical context: Tudor England</p> <p>Verbal skills: Listening, Appraising</p>

	<p>Improvisation</p>	<p>Pavan Rhythm Bar Ostinato Pulse Beat Dorian mode Tonic note Melody Tempo Score Structure</p>	<ul style="list-style-type: none"> <li>• Contrast two pieces of music?</li> </ul>	
Activities:		Resources:		Useful links:
<p>Start by listening to 'King Henry VIII Pavan' music - Audio 1: Do you think this is recent, old or very old? When was it written? How does it make them feel? (It is not known who wrote the music it could have been King Henry VIII himself. It goes back to Tudor times and is played here on authentic instruments: lutes, sackbuts and a drum. Dancing was a favourite past time in Tudor times and the pavan was one of the most popular dances). Children should listen to Audio 2 (the same pavan as above). They should tap out the rhythm of the piece, tapping their hands quietly in time with it. What do they notice about the rhythm? (It is characteristic of music of this period - long and short). Children should then listen to audio 3 which features a rhythm pattern: 2, 3, 4 in each bar of rhythm where the long beat is equal to the short beats twice on the short beats</p>		<p><b>Use safeyoutube.net</b></p> <p>'King Henry VIII Pavan' media player Audio 1.</p> <p>Audio 2.</p> <p>Rhythm - Audio 3.</p> <p>'La Volta' music: <a href="https://safeyoutube.net/w/NuH"><u>https://safeyoutube.net/w/NuH</u></a></p> <p>Comparison sheet.</p> <p>Score.</p> <p>Audio 4 - score.</p>		<p><b>Use safeyoutube.net</b></p> <p>Information about the Dorian mode: <a href="https://www.classicfm.com/dorian-mode/music/latest/guide-to-musical-styles/"><u>https://www.classicfm.com/dorian-mode/music/latest/guide-to-musical-styles/</u></a></p> <p>Examples of Tudor music: <a href="https://www.bbc.co.uk/teach/primary-radio/history-tudors-music/zt/"><u>https://www.bbc.co.uk/teach/primary-radio/history-tudors-music/zt/</u></a></p>

The rhythm (ostinato) children should sit in a circle:

Clap a long beat (counting 2)

Clap knees (beat 3)

Clap knees (beat 4)

Move around the circle

Teacher could clap a steady pulse 1, 2, 3, 4 throughout

A pupil could improvise a melody to the pavan rhythm using an instrument containing the notes of the Dorian mode. They should play out the long and short beats, starting and ending their phrase on the note D (tonic note), whilst the rest of the children clap the pulse (audio 3 could support the rhythm and steady pulse).

Children should listen to Audio 2 and 'La Volta' music: (Explain that the two pieces are often paired together - a slow dance followed by a fast one). What features do they notice? Children should think about things that are different between the two pieces and record the features.

Children should look at the score for King Henry VIII's Pavan in order to understand the structure of the piece. They should listen to Audio 4 and play the melody with their fingers. Stop audio 4 at the end of the first phrase. What does the double dot, double barline mean? (It's a repeat mark for the performer to go back and play that section again). Play again following the score making sure the children repeat when following the score. Do this for the entire piece. Can the children work out the structure of the piece using the letter names of the section?:

C C

What are the common features of Tudor Dance music is that sections are often repeated.

should listen to Audio 5 - French composer Gabriel Fauré's - a more modern Pavane 1887).


Why clap the rhythmic ostinato? It is not a definite sounding like in Tudor times.

How does this Pavane differ? (orchestra playing, modern instruments, tempos and speeds)

What do they have in common? (used repeated sections, ostinato still slow tempo, stately feel).

## Enquiry 2: How do we perform a Pavan?

Previous learning	Knowledge and second order concepts	Musical skills:	Assessment criteria:	Curriculum
<p>Children have knowledge of Tudor times, particularly the structure of an ostinato.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            Know what an ostinato is.            Be able to play an ostinato.            Understand what the structure of a pavan is?            How a pavan dance works alongside the music.            How a pavan is played in parts.            How to play a pavan on a musical instrument.            How to appraise a performance using musical vocabulary.</p> <p><b>Second order concepts:</b>  <i>(What students should understand)</i>            Listening            Appraising            Practising</p>	<ul style="list-style-type: none"> <li>• Playing a Pavan rhythm.</li> <li>• Learn a pavan dance in order to understand the musical style better.</li> <li>• Perform a pavan in parts on musical instruments.</li> <li>• Appraise a performance.</li> </ul> <p style="background-color: #cccccc; margin-top: 10px;"><b>Key concepts:</b></p> <p>Pavanne            Structure            Rhythm            Ostinato            Score            Parts</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Clap an ostinato?</li> <li>• Recreate a pavan rhythm?</li> <li>• Dance a pavan?</li> <li>• Perform a pavan on musical instruments?</li> <li>• Evaluate their performance?</li> </ul>	<p>Horizontal            Vertical</p>

		Pulse		
<b>Activities:</b>		<b>Resources:</b>		<b>Useful links:</b>
<p>Children could sit in a circle and play the game from yesterday:</p> <p>2, 3, 4 in each bar of rhythm</p> <p>the long beat</p> <p>es twice on the short beats</p> <p>e children the rhythm</p>  <p>Children should watch 'Dancing the Pavanne' video. Explain they are going to be dancing a Pavanne in order to understand the music more (follow the instructions on the 'dancing the Pavanne' sheet).</p> <p>Children should look at 'Pavanne from Capriol Suite' score: What do they notice about the way in which the parts have been laid out? (To facilitate a discussion when sitting around a table). Why did they not have extra copies? (To facilitate discussion). Children should listen to 'Pavanne from Capriol Suite' and identify its structure as in previous session (this one has two parts - A, A, B, B). Next, ask children to get into groups of 5-6 with a score per group so that they can 'sit around' to play their lines. Children should try to play some of the musical parts on tuned percussion instruments or untuned for just rhythms. Allow time to rehearse their</p>		<p><b>Use safeyoutube.net</b></p> <p>Audio 2.</p> <p>Pavanne dancing video.</p> <p>Dancing the Pavanne sheet.</p> <p>'Pavanne from Capriol Suite' score.</p> <p>'Pavanne from Capriol Suite' audio.</p>		<p><b>Use safeyoutube.net</b></p> <p>Examples of Pavanne dancing</p> <p><a href="https://safeyoutube.net/w/oa">https://safeyoutube.net/w/oa</a></p> <p><a href="https://safeyoutube.net/w/W">https://safeyoutube.net/w/W</a></p>

should perform their Pavanne to the rest of the class: Did the group use a suitable tempo? Did they maintain the same pulse throughout without getting faster or slower? Could a Pavanne actually be the group's music? Did the group use suitable 'Tudor' sounds in their music? Did the group maintain the Pavanne rhythm throughout?

### Enquiry 3: What do Tudor instruments sound like?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>How do you know the pavan</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What Tudor musical instruments look and sound like and how they compare to their modern equivalent.            What a drone sound is and that some instruments make drone sounds.            How to use a drone sound as an accompaniment.            How to follow a rhythmic score.            How to compose a melody using notes from a Dorian Mode.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Listening            Improvise            Experiment            Practise</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to and identify Tudor musical instruments.</li> <li>• Listen to and identify drone sounds.</li> <li>• Use drone sounds as an accompaniment.</li> <li>• Compose a melody using the notes of a Dorian Mode.</li> <li>• Play the composition alongside the Pavane rhythm.</li> <li>• Perform with accuracy of pitch and rhythm.</li> </ul> <p><b>Key concepts:</b>            Instruments</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Identify Tudor musical instruments?</li> <li>• Describe how they sound?</li> <li>• Compare them to modern day equivalents?</li> <li>• Understand what drones are and how they accompany Tudor music?</li> <li>• Follow a Pavane rhythm?</li> <li>• Compose a melody to a</li> </ul>	<p>How do you know the pavan</p>



		Shawm Sackbut Rebec Viol Lute Tabor Racket Hurdy-gurdy Bagpipes Crumhorn Drones Accompaniment Rhythm Score Melody Dorian scale Structure	given Pavane rhythm? <ul style="list-style-type: none"> <li>• Perform along with a drone accompaniment?</li> </ul>
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<b>Activities:</b>	<b>Resources:</b>	<b>Useful links:</b>
<p>could work in pairs to look at photographs of Tudor musical instruments (each pair has an envelope of photos): Can they name any of them? What are the instruments made of? Can they suggest how they are played? Give children the second envelope (with names of instruments) and ask them to work out the names and country of origin of the instruments. Children should listen to the four instruments being played: and then name the photos in the order that they think the instruments are.</p> <p>discuss:</p> <p>What do all the instruments have in common? (they all produce drones) What techniques can the players use to create the drone effect/</p>	<p><b>Use safeyoutube.net</b></p> <p>Tudor Instrument cards (with answers).</p> <p>Audio drone instruments.</p> <p>Audio Musical Instruments.</p> <p>Musical Instruments PowerPoint.</p> <p>King Henry's Pavane score.</p> <p>King Henry's Pavane audio.</p>	<p><b>Use safeyoutube.net</b></p> <p>Examples of Tudor music:  <a href="https://www.bbc.co.uk/teach/radio/history-tudors-music/zn">https://www.bbc.co.uk/teach/radio/history-tudors-music/zn</a>  <a href="https://safeyoutube.net/w/U/">https://safeyoutube.net/w/U/</a></p> <p>Information about Tudor music:  <a href="https://www.historyextra.com/or-tunes-music-at-the-courts-elizabeth-i-and-james-vi-and-i">https://www.historyextra.com/or-tunes-music-at-the-courts-elizabeth-i-and-james-vi-and-i</a></p>

Drones make a continuous sound and which are made up of  
separate sounds? (Tambura drone often made up of separate sounds).  
Can any of the instruments play a drone and a melody together?  
(e.g. bagpipes and hurdy-gurdy)

Listen to the audio musical instruments file whilst looking at  
the instruments PowerPoint: Which instrument was not played? Can  
you identify the modern equivalent for the instruments? - shawm/oboe -  
flute/saxophone - racket/bassoon - bagpipes/same - hurdy-gurdy/none -  
lute/viol/cello - lute/guitar - tabor/drum - sackbut/trombone.

Children should look at the rhythm score for King Henry's Pavane whilst  
listening to the audio file. Children should be split into 3 groups and each group  
should play one of the rhythms as modelled in Rhythm A, B and C (this may take  
10-15 minutes). Then, using tuned percussion instruments, children should  
use the 'Composing a Pavane melody sheet' to compose their own melody to the

Rhythm A file - sheet A

Rhythm B file - sheet B

Rhythm C file - sheet C

Children should write the letter names of the notes underneath each rhythm 'dot'.

Children should play the notes in the scale given.

Children should finish with the notes given.

Each child should perform a drone accompaniment.

Children should use the notes given for drones.

Children should use 'Tudor sounding' timbres/instruments/voices.

Children should perform their group piece. Thinking about the  
King Henry's Pavane A, A, B, B, C, C, children should put the whole

Rhythm A.

Rhythm B.

Rhythm C.

Composing a Pavane melody  
sheet.

Tuned percussion instruments.

## Enquiry 4: What is a Madrigal?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Key concepts
<p>have knowledge of what sound and also melody he</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>                      What a madrigal is and how it was used in Tudor times.                      The musical structure of a madrigal.                      How to sing/perform a madrigal.                      How to compose lyrics to a madrigal melody.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>                      Listening                      Collaboration                      Practise                      Expression                      Composition</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to and appraise a piece of music.</li> <li>• Understand the musical structure of a piece of music.</li> <li>• Recognise the historical significance of a piece of music.</li> <li>• Sing a perform a madrigal.</li> <li>• Compose lyrics to a madrigal melody.</li> </ul> <p><b>Key concepts:</b>                      Madrigal                      Voices                      Verse                      Structure                      Melody                      Accompaniment</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Identify a madrigal as a type of song from Tudor times?</li> <li>• Understand the structure of a madrigal including the fa, la, la, la refrain?</li> <li>• Sing a madrigal?</li> <li>• Compose lyrics to a madrigal melody?</li> </ul>	<p>Ho Ve</p>

		Dynamics Rhythm Lyrics			
<b>Activities:</b>		<b>Resources:</b>	<b>Useful links:</b>		
<p>Start by listening to 'Sing we and chant it' - Thomas Morley: how many do you think they can hear? (5 voices) What Tudor instrument is accompanying the singers? (the Lute can be heard in the background quite distinctly during the last not performing an arpeggio) Which words or phrases are repeated throughout the song? (the 'Fa la la' are used at the end of each line and after each verse) How many verses are there in the song? (the song is sung to the same music but with different words - except for the first section and refrain and therefore can be described as an A, A, A, A)</p> <p>Children should listen to the Fa la la la song whilst looking at song sheet 1 (and listen to the audio file a few times). Children should learn the melody for the song using the audio file. After securing the melody children should sing this with the piano accompaniment audio file. Draw attention to the dynamics in the 'f' (loud) with a soft/quiet 'p' section, before returning to the 'f' section. Children should stand up to perform the song.</p> <p>Children are familiar with the style of Tudor songs (including their Fa, la, la, la), introduce them to a well know Christmas carol which originates from the Tudor period: 'Deck the Halls'. Children should look at song sheet 2 and listen to the audio files to sing along to. Children should then work in groups to write new lyrics for the melody and rhythm of the 'Deck the Halls' song. Children should include King Henry VIII, Queen Elizabeth I, a Tudor Christmas and each of the lines need:</p> <p>End of first and second line need to rhyme  End of third and fourth line need to rhyme</p>		<p><b>Use safeyoutube.net</b></p> <p>'Sing we and chant it' - Thomas Morley audio file.</p> <p>Fa la la la song.</p> <p>Song sheet 1.</p> <p>Song melody audio file.</p> <p>Piano accompaniment audio file.  Song sheet 2 'Deck the Halls'.</p> <p>'Deck the Halls' melody audio file.</p> <p>'Deck the Halls' piano accompaniment audio file.</p> <p>'Deck the Halls' a capella version audio file.</p> <p>Composing lyrics sheet.</p>	<p><b>Use safeyoutube.net</b></p> <p>Information about 'Deck the Halls' audio file.  <a href="https://www.liveabout.com/deck-the-halls-traditional-1322574">https://www.liveabout.com/deck-the-halls-traditional-1322574</a></p> <p>Information about Madrigals.  <a href="https://www.mozartsroses.com/about-madrigals.html">https://www.mozartsroses.com/about-madrigals.html</a></p>		

3 groups to perform their lyrics along to the piano in the style of a Tudor madrigal (with 3 different verses): did it work with the music? Did the last two words of each line rhyme with the previous line? Were the lyrics in keeping with the given theme? How easy were they to perform?

### Enquiry 5: What is a Fanfare?

Previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>How do you know that a fanfare is used for a royal occasion? How is it used? How do you know it is used for a royal occasion? How do you know it is used for a royal occasion? How do you know it is used for a royal occasion?</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            What a fanfare is and what it is used for.            What instruments to use in a fanfare.            The key features of a fanfare.            How to compose a fanfare and what makes it effective.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Listening            Performance            Collaboration            Evaluation</p>	<p><b>Musical skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to and appraise a piece of music.</li> <li>• Compare two pieces of music, highlighting key features of the style.</li> <li>• Compose and perform own fanfare.</li> </ul> <p><b>Key concepts:</b>            Fanfare            Silence/rests            Compare            Compose            Melody            Rhythm            Dynamics</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>• Understand what a fanfare is and how it works?</li> <li>• Listen to and compare different fanfares?</li> <li>• Compose and perform their own fanfare for the arrival of \king Henry VIII?</li> </ul>	<p>How do you know that a fanfare is used for a royal occasion? How is it used? How do you know it is used for a royal occasion? How do you know it is used for a royal occasion?</p>

Activities:	Resources:	Useful links:
<p>Start by listening to Aaron Copeland's 'Fanfare for the Modern Man'. What do they think the music is describing? (It is a fanfare - designed to announce something or someone important) What instruments can children hear in the fanfare? (The fanfare is performed on modern brass instruments - trumpets and timpani drums). What effect do the periods of silence have? (these add to the powerful feeling of excitement and grandeur)</p> <p>Should listen to two different 'fanfares': What do they notice? (one is for trumpet only and the other is for lots of instruments). What do they like about each piece? How might it affect the listener? How do they feel?</p> <p>'The Prince of Denmark's March - Jeremiah Clarke - Which instrument is playing? (harpsichord)</p> <p>'Trumpet Voluntary - Henry Wood - What is the main instrument? What other instruments are playing? (trumpet and orchestra).</p> <p>Should then think about a fanfare that they might compose for the coronation of King Henry VIII (see composing a fanfare sheet):</p> <p>Notes: C E G C.</p> <p>Use the example fanfare - 3 beats in a bar, melody and drum part, repeated patterns, rests.</p> <p>Use the example fanfare model</p> <p>Work in pairs to compose their own fanfare using the blank grid. When they have composed their fanfares, they should rehearse them thinking about the melody and percussion parts: How effective was this fanfare in announcing the coronation of King Henry VIII? Did the group perform with loudness and grandeur? Did they perform with a stately tempo? Could you hear some notes being performed?</p>	<p><b>Use safeyoutube.net</b></p> <p>Aaron Copeland's - 'Fanfare for the Modern Man'</p> <p>'The Prince of Denmark's March- - Jeremiah Clarke.</p> <p>'Trumpet Voluntary' - Henry Wood.</p> <p>Composing a fanfare sheet.</p>	<p><b>Use safeyoutube.net</b></p> <p>Information about the Trumpet Voluntary  <a href="https://en.wikipedia.org/wiki/Trumpet_Voluntary">https://en.wikipedia.org/wiki/Trumpet_Voluntary</a></p> <p>Famous fanfares:  <a href="https://safeyoutube.net/w/ns">https://safeyoutube.net/w/ns</a></p>

...rds? Could you hear some repeated patterns? Could you hear ...

... should list the activities that will take place during their ...  
...cal masque):

... the Pavane - whole class

...ing a Pavane from Ca[roil suite

...ing pupil's compositions of a Pavane melody to the rhythm of ...  
...nry VII's Pavane'

... Fa, la, la, la - whole class

...Deck the Halls' with children's own lyrics

...ing a fanfare for the arrival of King henry VIII

...d be the Tudor banquet incorporating all of the musical learning ...  
...place in the previous 5 sessions.

**TS:**

**and second order concepts:**

**Knowledge:**  
... (what you should know)

... exhaustive list but an outline of what might be expected:

... an ostinato is and how to identify one.

... Pavan is and how they are structured.

... tures of a Pavan.

... truments are used in Tudor music.

... to play an ostinato.

**Key concepts developed:**

Accompaniment	Instruments	Sa
Bagpipes	Lute	Sc
Bar	Lyrics	Sh
Beat	Madrigal	Sil
Compare	Melody	Str
Compose	Ostinato	Tab
Crumhorn	Parts	Te
Dorian mode	Pavan	To
Drones	Pulse	Ver

and what the structure of a pavan is.  
 pavan dance works alongside the music.  
 pavan is played in parts.  
 play a pavan on a musical instrument.  
 appraise a performance using musical vocabulary.  
 Tudor musical instruments look and sound like and how they  
 relate to their modern equivalent.  
 what a drone sound is and that some instruments make drone sounds.  
 use a drone sound as an accompaniment.  
 follow a rhythmic score.  
 compose a melody using notes from a Dorian Mode.  
 what a madrigal is and how it was used in Tudor times.  
 the musical structure of a madrigal.  
 sing/perform a madrigal.  
 compose lyrics to a madrigal melody.  
 what a fanfare is and what it is used for.  
 instruments to use in a fanfare.  
 features of a fanfare.  
 compose a fanfare and what makes it effective.

**Learning concepts:**

start to have an understanding of:

Dynamics  
 Fanfare  
 Hurdy-gurdy

Rackett  
 Rebec  
 Rhythm

Viola  
 Voice

**Key musical skills developed:**

By the end of the unit, children will have studied a series of quality enquiries. In doing so, children will have had the opportunity to:

- Listen and appraise different types of Tudor music.
- Learn about musical features of a Pavan.
- Playing a Pavan rhythm.
- Learn a pavan dance in order to understand the musical structure.
- Perform a pavan in parts on musical instruments.
- Appraise a performance.
- Listen to and identify Tudor musical instruments.
- Listen to and identify drone sounds.
- Use drone sounds as an accompaniment.
- Compose a melody using the notes of a Dorian Mode.
- Play the composition alongside the Pavane rhythm.
- Perform with accuracy of pitch and rhythm.
- Listen to and appraise a piece of music.
- Understand the musical structure of a piece of music.
- Recognise the historical significance of a piece of music.
- Sing and perform a madrigal.
- Compose lyrics to a madrigal melody.
- Compare two pieces of music, highlighting key features.
- Compose and perform own fanfare.



r unit of work for Year 5 and is linked to the History Unit Post 1066 Study: The Tudors. This unit will have allowed the children to s  
a Tudor dance style, the Pavan, looking at the characteristic musical features before moving on to performing both a dance and a p  
al and a Fanfare. The children would have composed melodies and rhythms in order to perform together in an ensemble. The next un  
' is linked to Science and the study of the Earth and Space. Children will learn to improvise and create rhythmic ostinatos in additio  
to compose their own piece of music about a planet, recording their compositions to support their performance.