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| **National Curriculum Coverage** | **Year 5 focus**   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. * **Expected musical learning for the end of Key Stage 2:** * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music. | | | | | | | | | |
| **Concepts** | * **Perform**- This concept involves understanding that music is created to be performed. * **Compose** - This concept involves appreciating that music is created through a process which has a number of techniques. * **Transcribe** - This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. * **Describe music-** This concept involves appreciating the features and effectiveness of musical elements | | | | | | | | | |
| **Procedural Knowledge (Skills)** | **Listen and appraising**  ● To think about the message of songs.  ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● When you talk try to use musical words.  ● To talk about the musical dimensions working together in the Unit songs.  ● Talk about the music and how it makes you feel.  To identify and move to the pulse with ease. | | **Singing**  ● To sing in unison and to sing backing vocals.  ● To enjoy exploring singing solo. To listen to the group when singing.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To experience rapping and solo singing.  ● To listen to each other and be aware of how you fit into the group.  ● To sing with awareness of being ‘in tune’. | | **Playing**  ● Play a musical instrument with the correct technique within the context of the Unit song.  ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader.  ● To lead a rehearsal session. | | **Composition**  ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote or home note and the structure of the melody.  ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | | **Performance**  ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote or home note and the structure of the melody.  ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | |
| **Declarative Knowledge** | **Listen and appraising**  ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?  ● To know the style of the five songs and to name other songs from the Units in those styles.  ● To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments they heard in the songs  ○ The historical context of the songs. What else was going on at this time? | | **Singing**  ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping  ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice. | | **Playing**  To know and be able to talk about:  ● Different ways of writing music down – e.g. staff notation, symbols  ● The notes C, D, E, F, G, A, B + C on the treble stave  ● The instruments they might play or be played in a band or orchestra or by their friends | | **Composition**  To know and be able to talk about:  ● A composition: music that is created by you and kept in some way. It’s like writing a story. It can be played or performed again to your friends.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol | | **Performance**  To know and be able to talk about:  ● Performing is sharing music with other people, an audience  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● Everything that will be performed must be planned and learned  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● A performance involves communicating ideas, thoughts and feelings about the song/music | |
| **Term** | A1 | | | Sp1 | | | | S1 | | |
| **Eras/ Genres of Music** | Rock Anthems  1980s | Jazz, swing and improvisation  1940s. | | Pop Ballads  1997-covered again in 2008 | | Old school hip hop  1990 | | Motown  1964 | | Consolidation  History of classical music |
| **Key Vocabulary** | Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose | Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo | | Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | | Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | | Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | | Revisit vocabulary. |