



The Music Curriculum

Year 5

Intent	<p>At Benjamin Adlard Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to provide children with the opportunity to progress to the next level of their creative excellence.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Benjamin Adlard Primary School children are provided with opportunities beyond the National Curriculum to further and support their understanding. These include having music tuition, visitors with a musical talent, visiting concerts and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience.</p>
Impact	<p>Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

Year 5 – Autumn		Unit 1 – Livin’ on a prayer		Focus – Listen and Appraise/Singing			
National Curriculum Objectives Covered							
Pupils should be taught to:							
<ul style="list-style-type: none">• 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.							
Cross Curricular links							
History - How rock music developed from the Beatles onwards.							
Prior Learning							
Year 1		Year 2		Year 3			
Year 4							
Knowledge: <ul style="list-style-type: none">- Know 5 songs off by heart- Know and recognise the sound and names of the instruments they use- Know music has a steady pulse like a heartbeat- Know we can create rhythms from words (food, colours etc)- Know the names of the notes in their instrumental part from memory or when written down- Know how to both improvise and compose using tuned and untuned instruments Skills: <ul style="list-style-type: none">- Enjoy listening to and moving to a range of music- Find the pulse in a piece of music- Listen to rhythms and create simple rhythms of their own using both voice and instruments- Learn the different sounds they can make with their voice		Knowledge: <ul style="list-style-type: none">- Know 5 new songs off by heart- Know that songs have a musical style- Know some songs have a chorus or response/answer part- Know the meaning of the words pitch and unison- Know why we need to warm up our voices- Know the names of the new notes they play- Know the names of untuned instruments played- Know how to both improvise and compose using tuned and untuned instruments Skills <ul style="list-style-type: none">- Learn about voices singing different pitches- Learn how songs can tell a story or describe an idea- Listen and copy games that develop pulse, rhythm and pitch knowledge- Learn to find comfortable singing position		Knowledge: <ul style="list-style-type: none">- Know 5 songs my memory and who sang/wrote them- Know the style of the songs they sing- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear- Know how to sing in a group is a choir- Know singing and music can make you feel different things- Know how to both improvise and compose using tuned and untuned instruments- Know how to record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify the pulse- To discuss how a song/music makes them feel and listen to the thoughts of others- Sing in unison and simple 2 parts- Listen and copy games that develop pulse, rhythm and pitch knowledge		Knowledge: <ul style="list-style-type: none">- To know more songs by memory- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear- Revisit information about pitch, pulse and rhythm- To understand texture of music- solo vs group- To talk about other instruments played in past, by friends or seen in music- Both improvise and compose using tuned and untuned instruments- Record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify and move to the pulse- Discuss the musical dimensions of songs within units	

	<ul style="list-style-type: none"> - Improvise and compose on a tuned instrument - Choose a song to perform (class, school, parents) - 		<ul style="list-style-type: none"> - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune'
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Music Programme of Study in Year 5

By the end of this unit, pupils will :

By the end of Year 5

Knowledge:

- Know more songs by memory
- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)
- Know dynamics and timbre of music
- Know and make links to other units played in the past when discussing music styles
- Know and discuss historical contexts of songs- what was happening in the world at this time
- Know how to improvise and compose using tuned and untuned instruments
- Know and record compositions with notation
- Know to the notes C,D,E,F,G,A,B + C on the treble stave

Skills

- To compare two songs in the same style, talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.

Next Steps – Progression through the Music curriculum

Year 6

Knowledge:

- Know more songs by memory
- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context
- Know that we all have our own musical identity
- Know and make links to other units played in the past when discussing music styles
- Know and create musical ideas for group to copy/reply

- Know and record compositions with notation
- Know the notes C,D,E,F,G,A,B + C on the treble stave
- Know a wider range of musical instruments by sight/sound

Skills

- To compare two songs talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Lead a rehearsal session of a small group
- Explain the key note and structure of melody

Unit Overview

By Bon Jovi - A classic Rock song. This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.

Key knowledge acquired during this unit:

- I know five songs from memory, who sang or wrote them, when they were written and, if possible, why.
- I know the style of the five songs and to name other songs from the Units in those styles.
- I know some of the style indicators of the songs (musical characteristics that give the songs their style)
- I know the lyrics are what the songs are about
- I know any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
- I know and can identify the main sections of the songs (intro, verse, chorus etc.)
- I know and can name some of the instruments they heard in the songs
- I know the historical context of the songs. What else was going on at this time

Key skills acquired throughout this unit

- I can identify and move to the pulse with ease.
- I can think about the message of songs.
- I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- I can listen carefully and respectfully to other people's thoughts about the music.
- I can talk about the musical dimensions working together in the Unit songs.
- I can talk about the music and how it makes you feel.
- I can find the pulse
- I can lead the class by inventing rhythms for them to copy back
- I can copy back three-note riffs by ear and with notation
- I can question and answer using three different notes
- I can sing in unison and to sing backing vocals.
- I can sing with awareness of being 'in tune'.

Key vocabulary and definitions

Dynamics	How loud or quiet the music is.
Structure	The way a piece of music is built up using different sections
Timbre/Tone	What makes a musical note sound different from another one
Bridge	A contrasting section that prepares for the return of original material section
Riff	Repeated chord or refrain

Subject knowledge and teaching guidance:

Teacher Assessment – Livin’ On A Prayer – Year 5, Unit 1

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Livin’ On A Prayer (Rock)

The children can:

- **Identify the piece’s structure:** Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- **Identify the instruments/voices:** Lead vocal, electric guitar, bass guitar, drums, keyboard.
- **Find the pulse whilst listening.** **Others will identify changes in tempo, dynamics and texture.**

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: G.

Silver Challenge: G + A and reading notes.

Gold Challenge: G, A + B and reading notes.

Singing in unison.

Play instrumental parts accurately and in time as part of the performance.

The easy part G, A + B by ear and from notation.

The medium part D, E, F sharp + G by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: G.

Silver Challenge: G + A.

Gold Challenge: G, A + B.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: G, A + B.

Using the notes: G, A, B, D + E (pentatonic scale).

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find the pulse within a piece of music.	To learn to sing the song Livin’ on a Prayer.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Livin on a Prayer.	To compose with the song Livin on a Prayer.	To perform the song Livin on a Prayer.

Year 5 – Spring		Unit 2 – Prince of Bel Air		Focus – Playing/Improvising			
National Curriculum Objectives Covered							
Pupils should be taught to:							
<ul style="list-style-type: none">• 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.							
Cross Curricular links							
English - Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school							
Art - graffiti art							
PE - breakdancing							
History - Historical context of musical styles and 80s Hip hop culture in general.							
Prior Learning							
Year 1		Year 2		Year 3			
Year 4							
Knowledge: <ul style="list-style-type: none">- Know 5 songs off by heart- Know and recognise the sound and names of the instruments they use- Know music has a steady pulse like a heartbeat- Know we can create rhythms from words (food, colours etc)- Know the names of the notes in their instrumental part from memory or when written down- Know how to both improvise and compose using tuned and untuned instruments Skills: <ul style="list-style-type: none">- Enjoy listening to and moving to a range of music- Find the pulse in a piece of music- Listen to rhythms and create simple rhythms of their own using both voice and instruments- Learn the different sounds they can make with their voice		Knowledge: <ul style="list-style-type: none">- Know 5 new songs off by heart- Know that songs have a musical style- Know some songs have a chorus or response/answer part- Know the meaning of the words pitch and unison- Know why we need to warm up our voices- Know the names of the new notes they play- Know the names of untuned instruments played- Know how to both improvise and compose using tuned and untuned instruments Skills <ul style="list-style-type: none">- Learn about voices singing different pitches- Learn how songs can tell a story or describe an idea- Listen and copy games that develop pulse, rhythm and pitch knowledge		Knowledge: <ul style="list-style-type: none">- Know 5 songs my memory and who sang/wrote them- Know the style of the songs they sing- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear- Know how to sing in a group is a choir- Know singing and music can make you feel different things- Know how to both improvise and compose using tuned and untuned instruments- Know how to record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify the pulse- To discuss how a song/music makes them feel and listen to the thoughts of others- Sing in unison and simple 2 parts		Knowledge: <ul style="list-style-type: none">- To know more songs by memory- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear- Revisit information about pitch, pulse and rhythm- To understand texture of music- solo vs group- To talk about other instruments played in past, by friends or seen in music- Both improvise and compose using tuned and untuned instruments- Record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify and move to the pulse	

	<ul style="list-style-type: none"> - Learn to find comfortable singing position - Improvise and compose on a tuned instrument - Choose a song to perform (class, school, parents) - 	<ul style="list-style-type: none"> - Listen and copy games that develop pulse, rhythm and pitch knowledge 	<ul style="list-style-type: none"> - Discuss the musical dimensions of songs within units - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune'
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Music Programme of Study in Year 5

By the end of this unit, pupils will :

By the end of Year 5

Knowledge:

- Know more songs by memory
- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)
- Know dynamics and timbre of music
- Know and make links to other units played in the past when discussing music styles
- Know and discuss historical contexts of songs- what was happening in the world at this time
- Know how to improvise and compose using tuned and untuned instruments
- Know and record compositions with notation
- Know to the notes C,D,E,F,G,A,B + C on the treble stave

Skills

- To compare two songs in the same style, talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.

Next Steps – Progression through the Music curriculum

Year 6

Knowledge:

- Know more songs by memory
- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context
- Know that we all have our own musical identity

- Know and make links to other units played in the past when discussing music styles
- Know and create musical ideas for group to copy/reply
- Know and record compositions with notation
- Know the notes C,D,E,F,G,A,B + C on the treble stave
- Know a wider range of musical instruments by sight/sound

Skills

- To compare two songs talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Lead a rehearsal session of a small group
- Explain the key note and structure of melody

Unit Overview

Old-School Hip Hop by Will Smith. This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.

Key knowledge acquired during this unit:

- I know different ways of writing music down – e.g. staff notation, symbols
- I know the notes C, D, E, F, G, A, B + C on the treble stave
- I know the instruments they might play or be played in a band or orchestra or by their friends
- I know improvisation is making up your own tunes on the spot
- I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- I know that using one or two notes confidently is better than using five
- I know that if you improvise using the notes you are given, you cannot make a mistake
- I know that you can use some of the riffs you have heard in the Challenges in your improvisations
- I know three well-known improvising musicians

Key skills acquired throughout this unit

- I can play a musical instrument with the correct technique within the context of the Unit song.
- I can 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.
- I can rehearse and perform their part within the context of the Unit song.
- I can listen to and follow musical instructions from a leader.
- I can lead a rehearsal session.
- I can copy back using instruments. Use the three notes.
- I can question and Answer using instruments. Use three notes in your answer. Always start on a G.
- I can improvise using three notes

Key vocabulary and definitions

Dynamics	How loud or quiet the music is
Structure	The way a piece of music is built up using different sections
Timbre/Tone	Makes a musical note sound different from another one
Synthesizer	Machine that electronically generate and modifies sounds
Deck	Multitrack recording and mixing environment
Scratching	Moving of a vinyl record back and forth – usually by a DJ

Subject knowledge and teaching guidance:

Teacher Assessment – The Fresh Prince Of Bel-Air – Year 5, Unit 4

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)

The children can

- **Identify the piece's structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending
- **Identify the instruments/voices:** Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.
- **Find the pulse whilst listening.** Others will identify changes in tempo, dynamics and texture.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: D.

Silver Challenge: D + E and reading notes.

Gold Challenge: D, E + F and reading notes.

Singing/raping.

Play instrumental parts accurately and in time as part of the performance.

The easy part: D + A by ear and from notation.

The medium part: G + A by ear and from notation.

The harder part: C, D, E, F, G, A by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: D.

Silver Challenge: D + E.

Gold Challenge: D, E + F.

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: D, E + F.

Using the notes: D, E, F, G + A.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find the pulse within a piece of music.	To learn to sing the song Prince of Bel Air.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Prince of Bel Air.	To compose with the song Prince of Bel Air.	To perform the song Prince of Bel Air.

Year 5 – Summer		Unit 3 – Dancing in the Street		Focus – Composing and Performing			
National Curriculum Objectives Covered							
Pupils should be taught to:							
<ul style="list-style-type: none">• 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.							
Cross Curricular links							
History of music - Jazz in its historical context							
Prior Learning							
Year 1		Year 2		Year 3			
Year 4							
Knowledge: <ul style="list-style-type: none">- Know 5 songs off by heart- Know and recognise the sound and names of the instruments they use- Know music has a steady pulse like a heartbeat- Know we can create rhythms from words (food, colours etc)- Know the names of the notes in their instrumental part from memory or when written down- Know how to both improvise and compose using tuned and untuned instruments Skills: <ul style="list-style-type: none">- Enjoy listening to and moving to a range of music- Find the pulse in a piece of music- Listen to rhythms and create simple rhythms of their own using both voice and instruments- Learn the different sounds they can make with their voice		Knowledge: <ul style="list-style-type: none">- Know 5 new songs off by heart- Know that songs have a musical style- Know some songs have a chorus or response/answer part- Know the meaning of the words pitch and unison- Know why we need to warm up our voices- Know the names of the new notes they play- Know the names of untuned instruments played- Know how to both improvise and compose using tuned and untuned instruments Skills <ul style="list-style-type: none">- Learn about voices singing different pitches- Learn how songs can tell a story or describe an idea- Listen and copy games that develop pulse, rhythm and pitch knowledge- Learn to find comfortable singing position		Knowledge: <ul style="list-style-type: none">- Know 5 songs my memory and who sang/wrote them- Know the style of the songs they sing- Know how to talk about what the lyrics of a song are about, what the main sections are and some of the instruments they hear- Know how to sing in a group is a choir- Know singing and music can make you feel different things- Know how to both improvise and compose using tuned and untuned instruments- Know how to record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify the pulse- To discuss how a song/music makes them feel and listen to the thoughts of others- Sing in unison and simple 2 parts- Listen and copy games that develop pulse, rhythm and pitch knowledge		Knowledge: <ul style="list-style-type: none">- To know more songs by memory- To be able to talk about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (tempo, pitch etc) and some of the instruments they hear- Revisit information about pitch, pulse and rhythm- To understand texture of music- solo vs group- To talk about other instruments played in past, by friends or seen in music- Both improvise and compose using tuned and untuned instruments- Record compositions in different ways (letter names, notes, symbols, audio etc) Skills <ul style="list-style-type: none">- Confidently identify and move to the pulse- Discuss the musical dimensions of songs within units	

	<ul style="list-style-type: none"> - Improvise and compose on a tuned instrument - Choose a song to perform (class, school, parents) - 		<ul style="list-style-type: none"> - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune' - Use musical vocabulary more accurately (ones covered so far) - Sing in unison and 2 parts - Listen and copy games that develop pulse, rhythm and pitch knowledge - Sing with awareness of being 'in tune'
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Music Programme of Study in Year 5

By the end of this unit, pupils will :

By the end of Year 5

Knowledge:

- Know more songs by memory
- Know about what the lyrics of a song are about, any style indicators, what the main sections are, what musical dimensions they hear (linked to key vocabulary)
- Know dynamics and timbre of music
- Know and make links to other units played in the past when discussing music styles
- Know and discuss historical contexts of songs- what was happening in the world at this time
- Know how to improvise and compose using tuned and untuned instruments
- Know and record compositions with notation
- Know the notes C,D,E,F,G,A,B + C on the treble stave

Skills

- To compare two songs in the same style, talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge

Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.

Next Steps – Progression through the Music curriculum

Year 6

Knowledge:

- Know more songs by memory
- Know and talk about songs in terms of key vocabulary from past years, style indicators, structure, instruments heard, historical context
- Know that we all have our own musical identity
- Know and make links to other units played in the past when discussing music styles
- Know and create musical ideas for group to copy/reply

- Know and record compositions with notation
- Know the notes C,D,E,F,G,A,B + C on the treble stave
- Know a wider range of musical instruments by sight/sound

Skills

- To compare two songs talking about what stands out musically their similarities and differences.
- Use musical vocabulary more accurately (ones covered so far)
- Sing in unison and solo, rapping and backing vocals
- Listen and copy games that develop pulse, rhythm and pitch knowledge
- Lead a rehearsal session of a small group
- Explain the key note and structure of melody

Unit Overview

This is a six-week Unit of Work. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing

Key knowledge acquired during this unit:

- I know composition is 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.
- I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- I know that Notation recognises the connection between sound and symbol
- I know performing is sharing music with other people, an audience
- I know a performance doesn't have to be a drama! It can be to one person or to each other
- I know everything that will be performed must be planned and learned
- I know you must sing or rap the words clearly and play with confidence
- I know a performance can be a special occasion and involve an audience including of people you don't know
- I know a performance is planned and different for each occasion
- I know a performance involves communicating ideas, thoughts and feelings about the song/music

Key skills acquired throughout this unit

- I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- I can explain the keynote or home note and the structure of the melody.
- I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- I can choose what to perform and create a programme.
- I can communicate the meaning of the words and clearly articulate them.
- I can talk about the venue and how to use it to best effect.
- I can record the performance and compare it to a previous performance.
- I can discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Key vocabulary and definitions

Dynamics	How loud or quiet the music is.
Structure	The way a piece of music is built up using different sections
Timbre/Tone	What makes a musical note sound different from another one
Soul	A kind of music incorporating elements of rhythm, blues and gospel music
Groove	A sense of effect of changing pattern in rhythm
Bridge	A contrasting section that prepares for the return of original material section
Riff	Repeated chord or refrain

Subject knowledge and teaching guidance:

Teacher Assessment – Dancing In The Street – Year 5, Unit 5

Black text: Most children will be working at this expected standard.

Aqua text: Others will be working at greater depth.

1 – Listen & Appraise: Dancing In The Street (Motown)

The children can

- **Identify the piece's structure:** Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.
- **Identify instruments/voices:** Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
- **Find the pulse whilst listening.** Others will identify changes in tempo, dynamics and texture.

2 – Musical Activities using glocks and/or recorders

Most children can complete the Bronze and Silver Challenges. **Some will complete the Gold if working at greater depth.**

Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer.

Bronze Challenge: F.

Silver Challenge: F + G and reading notes.

Gold Challenge: F, G + A and reading notes.

Singing in two parts.

Play instrumental parts accurately and in time as part of the performance.

The easy part: G by ear and from notation.

The medium part: G + A by ear and from notation.

The harder part: F, G, A, + D by ear and from notation.

Improvise in the lessons and as part of the performance.

Bronze Challenge: D.

Silver Challenge: D + E.

Gold Challenge: D, E + F

Compose a melody using simple rhythms and use as part of the performance.

Using the notes: C, D, + E.

Using the notes: C, D E, F + G.

3 – Perform & Share

Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To find the pulse within a piece of music.	To learn to sing the song Dancing in the Street.	To learn to play notes on the glockenspiel in time with the music.	To improvise with the song Dancing in the Street.	To compose with the song Dancing in the Street	To perform with the song Dancing in the Street.