

Subject: Music Year 5

What are the aims and intentions:

That all the children:

- Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North
- 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

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	<u>Autumn 1</u> Pulse Living on a Prayer <u>Autumn2</u> Rhythm Classroom Jazz	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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? 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • 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. 	How does that piece of music make you feel? What type of music is this? How are they different?
	Key Vocabulary	rhythm, pulse, syllables, tempo, crotches, quavers.		

		Cultural Capital: Durham Big sing, Christmas carols, singing at the Residential home		
Spring	<p><u>Spring 1</u> Melody and notation. Make you feel my love</p> <p><u>Spring 2</u> Active Listening Fresh Prince of Belair</p>	<p>To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols</p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 music 	<p>What type of note is this? How could we improve that piece of music?</p>
	Key Vocabulary	Stave, clef, pitch, melody, notation, higher, lower, quavers, crotchets.		
		Cultural Capital:		
Summer	<p><u>Summer 1</u> Composing and improvising. Dancing in the Street</p> <p><u>Summer 2</u> Performing. Reflect, Rewind and Replay</p>	<p>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>● 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</p>	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. 	<p>Why and how to we warm up our voice? What was happening in that part of the song?</p>
	Key Vocabulary	Notation, rhythmic, melody, accompaniment, static, bars, compose, improvise.		
		Cultural Capital:		

