

# Year 5 Music Curriculum



## National Curriculum aims:

The national curriculum for music aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.


## National Curriculum KS2 subject content:

Pupils should be taught to sing and play musically with increasing confidence and control.


They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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.

	Autumn 1	Autumn 2
Curriculum focus/links	Living on a prayer	Jazz 1
Unit Theme	Rock	Bossa Nova and Swing
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo Rock, backbeat, solo, verse, chorus, electric, amplified	Pulse, rhythm, pitch, dynamics, texture, tempo Jazz, swing, melody, introduction, rest, bar
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<ul style="list-style-type: none"> <li>• Desafinado by Stan Getz (Swing)</li> <li>• Cotton Tail by Ben Webster 5 Note Swing by Ian Gray</li> <li>• Perdido by Woody Herman</li> </ul>


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	Spring 1	Spring 2
Curriculum focus/links	Make you feel my love	The fresh prince of Bel Air
Unit Theme	Pop Ballads	Old School Hip Hop
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo, ballad, vocal, backing, hook, acoustic.	Pulse, rhythm, pitch, dynamics, texture, tempo, rap, synthesiser, riff, sampling, funk, hip hop
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Ritchie</li> <li>• The Way You Look Tonight by Tony Bennett</li> </ul>	<ul style="list-style-type: none"> <li>• Me Myself and I by De La Soul</li> <li>• Ready or Not by Fugees</li> <li>• Rapper's Delight by The Sugarhill Gang</li> <li>• U Can't Touch This by M C Hammer</li> </ul>

	Summer 1	Summer 2
Curriculum focus/links	Dancing in the street	Reflect, rewind and replay
Unit Theme	Motown	Classical
Key vocabulary	Pulse, rhythm, pitch, dynamics, texture, tempo, mowtown, brass, riff, hook, solo, groove	Pulse, rhythm, pitch, dynamics, texture, tempo, opera, Baroque, plainsong, symphony, romantic
Style of song/ supporting songs	<ul style="list-style-type: none"> <li>• I can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard it Through the Grapevine by Marvin Gaye</li> <li>• Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell</li> <li>• You Are the Sunshine of My Life by Stevie Wonder</li> </ul>	<ul style="list-style-type: none"> <li>• Music from Compline - Traditional - Early Music</li> <li>• Dido and Aeneas: Overture by Henry Purcell - Baroque</li> <li>• Symphony No. 5 in C minor (allegro con brio) by Ludwig Van Beethoven - Classical</li> <li>• Minute Waltz in D-flat by Chopin - Romantic</li> <li>• Central Park in the Dark by Charles Edward Ives - 20th Century</li> <li>• Clapping Music by Steve Reich - Contemporary</li> </ul>

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## Knowledge and skills to be covered in Year 5

	<h3>Knowledge</h3>	<h3>Skills</h3>
<p><b>Listen and appraise</b></p>	<ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>● To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>● To choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments they heard in the songs</li> <li>○ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people's thoughts about the music.</li> <li>● When you talk try to use musical words.</li> <li>● To talk about the musical dimensions working together in the Unit songs.</li> <li>● Talk about the music and how it makes you feel.</li> </ul>
<p><b>Games</b></p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>● How to keep the internal pulse</li> <li>● Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge               <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>● Silver Challenge               <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>● Gold Challenge               <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul> </li> </ul>

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<p><b>Singing</b></p>	<ul style="list-style-type: none"> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To choose a song and be able to talk about:             <ul style="list-style-type: none"> <li>○ Its main features</li> <li>○ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>○ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To enjoy exploring singing solo.</li> </ul> <p>To listen to the group when singing.</p> <ul style="list-style-type: none"> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being ‘in tune’.</li> </ul>
<p><b>Playing</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down - e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● 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.</li> <li>● To rehearse and perform their part within the context of the Unit song.</li> <li>● To listen to and follow musical instructions from a leader.</li> <li>● To lead a rehearsal session.</li> </ul>
<p><b>Improvisation</b></p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>● Improvisation is making up your own tunes on the spot</li> <li>● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>● To know that using one or two notes confidently is better than using five</li> <li>● To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>● To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>● To know three well-known improvising musicians</li> </ul>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>1. Play and Copy Back             <ul style="list-style-type: none"> <li>○ Bronze - Copy back using instruments. Use one note.</li> <li>○ Silver - Copy back using instruments. Use the two notes.</li> <li>○ Gold - Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. Play and Improvise You will be using up to three notes:             <ul style="list-style-type: none"> <li>○ Bronze - Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:             <ul style="list-style-type: none"> <li>○ Bronze - Improvise using one note.</li> <li>○ Silver - Improvise using two notes.</li> <li>○ Gold - Improvise using three notes.</li> </ul> </li> </ol> <p>Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>

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<p><b>Composition</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the structure of the melody.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
<p><b>Performance</b></p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience</li> <li>● A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>● Everything that will be performed must be planned and learned</li> <li>● You must sing or rap the words clearly and play with confidence</li> <li>● A performance can be a special occasion and involve an audience including of people you don't know</li> <li>● It is planned and different for each occasion</li> <li>● A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</li> </ul>
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