

Year 5
Music
Autumn 1
Composition notation - Vikings

Previous learning

Samba and Carnival sounds (South America)

Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.

Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm.

Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).

Play their break in time with the rest of their group and play in the correct place in the piece.

Play in time and with confidence; accurately playing their break.

In this unit the children will learn to:

Move and sing as a team, following the lyrics on the screen.

Recognise minims, crotchets and quavers often by ear and reliably by sight.

Perform rhythms accurately from notation and layer them to create a composition.

Add appropriate sound effects to their performances using untuned percussion.

Join in with the performances confidently, and reasonably in time and tune.

Make suggestions for improving their performance.

Substantive Knowledge in Music

The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.

Different notes have different durations and crotchets are worth one whole beat.

That 'reading' music means using how the written note symbols look and their position to know what notes to play.

That written music tells you how long to play a note for.

Disciplinary knowledge in Music

Understanding that music from different parts of the world, and different times, has different features.

Recognising and explaining the changes within a piece of music using musical vocabulary.

Beginning to show an awareness of metre.

Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.

Composing a piece of music in a given style with voices and instruments.

Combining melodies and rhythms to compose a multi-layered composition in a given style.

Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.

Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.

Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

	Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.
Lesson 1	<p>Here come the Vikings!</p> <ul style="list-style-type: none"> To sing in time with others
Lesson 2	<p>Sing like a Viking</p> <ul style="list-style-type: none"> To sing in time with others
Lesson 3	<p>Viking notation</p> <ul style="list-style-type: none"> To recognise simple rhythmic notation by ear and by sight
Lesson 4	<p>Viking battle song</p> <ul style="list-style-type: none"> To use simple rhythmic notation to compose a Viking battle song
Lesson 5	<p>Perform like a Viking</p> <ul style="list-style-type: none"> To perform music with confidence and discipline
Vocabulary	
Composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined	

<p>Year 5 Music Autumn 2 Musical theatre</p>
<p>Previous learning</p>
<p>Composition notation - Vikings Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p> <p>In this unit the children will learn to: Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs.</p>

Select appropriate existing music for their scene to tell the story of a journey.
Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>To know that choreography means the organisation of steps or moves in a dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>
Lesson 1	<p>What is musical theatre?</p> <ul style="list-style-type: none"> To understand the history of musical theatre
Lesson 2	<p>Character or action song</p> <ul style="list-style-type: none"> To identify character songs and action songs
Lesson 3	<p>Create your own musical</p> <ul style="list-style-type: none"> To create a musical theatre scene
Lesson 4	<p>Rehearsing my musical</p> <ul style="list-style-type: none"> To rehearse a musical theatre scene

Lesson 5	Performing my musical
	<ul style="list-style-type: none"> To perform a musical theatre scene
Vocabulary	
Action, song, Backdrop, Book, musical, Character, song, Choreographer, Composer, Comic, opera, Costumes, Designer, Dialogue, Director, Duet, Ensemble, Hip-hop, musical	

Year 5 Music Spring 1 The Blues	
Previous learning	
Musical theatre Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	
In this unit the children will learn to: Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.

	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p>
Lesson 1	<p>History of the Blues</p> <ul style="list-style-type: none"> To know the key features of Blues music
Lesson 2	<p>Playing a chord</p> <ul style="list-style-type: none"> To play the first line of the 12-bar Blues
Lesson 3	<p>The 12-bar Blues</p> <ul style="list-style-type: none"> To be able to play the 12-bar Blues
Lesson 4	<p>Blues scale</p> <ul style="list-style-type: none"> To be able to play the Blues scale
Lesson 5	<p>Improvisation and the Blues</p> <ul style="list-style-type: none"> To be able to improvise with notes from the Blues scale
Vocabulary	
Blues, chord, 12-bar, Blues, bar, scale, Blues, scale, bent, notes, ascending, scale, descending, scale, improvisation	

<p>Year 5 Music Spring 2 Composition to represent the festival of colour - Holi</p>
Previous learning
The Blues

Explain what musical theatre is and be able to recall at least three features of this kind of music.
 Categorise songs as action songs or character songs.
 Select appropriate existing music for their scene to tell the story of a journey.
 Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.

In this unit the children will learn to:

Suggest a colour to match a piece of music.
 Create a graphic score and describe how this matches the general structure of a piece of music.
 Create a vocal composition in response to a picture and justify their choices using musical terms.
 Create a vocal composition in response to a colour.
 Record their compositions in written form.
 Work as a group to perform a piece of music.

Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.</p>
Lesson 1	<p>Hearing colours</p> <ul style="list-style-type: none"> To understand that music can be represented with colours
Lesson 2	<p>Picturing music</p> <ul style="list-style-type: none"> To represent a piece of music as a graphic score
Lesson 3	Vocal composition

	<ul style="list-style-type: none"> To create a vocal composition based on a picture
Lesson 4	Colour composition
	<ul style="list-style-type: none"> To create a piece of music inspired by a single colour
Lesson 5	Performing in colour
	<ul style="list-style-type: none"> To work as a group to perform a piece of music
Vocabulary	
Synesthesia, dynamics, Holi, graphic score, vocal, composition, performance	

Year 5 Music Summer 1 South and West Africa	
Previous learning	
Composition to represent the festival of colour - Holi Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.	
In this unit the children will learn to: Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.	
Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Improvising coherently within a given style.</p>

	<p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Using staff notation to record rhythms and melodies.</p>
Lesson 1	<p>'Shosholoza' a cappella</p> <ul style="list-style-type: none"> To sing a traditional African song unaccompanied
Lesson 2	<p>Playing 'Shosholoza'</p> <ul style="list-style-type: none"> To use tuned percussion to play a chord progression
Lesson 3	<p>The 'Shosholoza' show</p> <ul style="list-style-type: none"> To use vocals or tuned percussion to perform a piece of music as an ensemble
Lesson 4	<p>Drumming away to Africa</p> <ul style="list-style-type: none"> To play call and response rhythms using percussion instruments
Lesson 5	<p>Eight-beat breaks</p> <ul style="list-style-type: none"> To create an eight beat break to play within a performance
Vocabulary	
a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master, drummer, syncopation, metronome	

Year 5
Music
Summer 2
Looping and Remixing

Previous learning	
<p>South and West Africa Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.</p> <p>In this unit the children will learn to: Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.</p>	
Substantive Knowledge in Music	Disciplinary knowledge in Music
<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p>
Lesson 1	<p>Body percussions loops</p> <ul style="list-style-type: none"> To be able to play a simple looped rhythm from notation
Lesson 2	Mixing loops

	<ul style="list-style-type: none"> • To create a piece of music using pre-written loops
Lesson 3	Learning the original
	<ul style="list-style-type: none"> • To be able to play a melody line accurately and fluently
Lesson 4	Looping fragments
	<ul style="list-style-type: none"> • To select a section of a tune and perform it as a loop
Lesson 5	Remix
	<ul style="list-style-type: none"> • To combine loops to create a remix
Vocabulary	
Accuracy, backbeat, body, percussion, fragment, layers, loop, looped, rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff	