|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Start to learn the song * Livin’ OnA Prayer   **Performance**  Sing the song | **Listen and Appraise**  We Will Rock You By Queen  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Livin’ On A Prayer * Play instrumental parts   **Performance**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  Smoke On The Water by Deep Purple  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Livin’ On A Prayer * Play instrumental parts * Improvise (optional extension activities for improvisation)   **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Rockin’ All Over The World by Status Quo  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Livin’ On A Prayer * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Compose   **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  Johnny B. Goode by Chuck Berry  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Livin’ On A Prayer * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Play your composition(s) within the song   **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  I Saw Her Standing There by The  Beatles  Livin’ On A Prayer by Bon Jovi  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Livin’ On A Prayer * Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:   . Play instrumental parts  . Improvise option (optional extension activities for improvisation)  . Play your composition(s) within the song  Choose and play any of the options below, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO CLASS  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Rock * Structure * Pulse * rhythm * pitch * bridge * backbeat * amplifier * tempo | * texture * dynamics * chorus * bridge * riff * hook * improvise * compose |  |

|  |
| --- |
| **Assessment:**  **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **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 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Warm up games**   * **Rhythm and pitch copy back.** * **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 lesson 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). |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to the class.** * **Introduce performance to an audience, telling them how the song was learnt and why.** * Add some choreography. * **Record performance and talk about it afterward, giving recommendations for improvements.** |

|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Three Note Bossa  **Musical Activities**   * Learn to play the tune/head * Improvise using instruments   **Perform**  Play the tune/head and improvise | **Listen and Appraise**  Desafinado  Three Note Bossa  **Musical Activities**  -Play the tune/head  -Build on improvisation skills using instruments  **Perform**  Play the tune/head and improvise | **Listen and Appraise**  Cotton Tail Three Note Bossa  **Musical Activities**  -Play the tune/head  -Build on improvisation skills using instruments  **Perform**  Play the tune/head and improvise | **Listen and Appraise**  Five Note Swing  **Musical Activities**  -Play the tune/head and the middle 8  -Improvise using instruments  **Perform**  Play the tune/head and middle 8 and improvise | **Listen and Appraise**  Perdido Five Note Swing  **Musical Activities**  -Play the tune/head and the middle 8  -Build on improvisation skills using instruments  **Perform**  Play the tune/head and middle 8 and improvise  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  Things Ain’t What They Used To Be Five Note Swing  **Musical Activities**  -Play the tune/head and the middle 8  -Build on improvisation skills using instruments  **Perform**  Play the tune/head and middle 8 and improvise  PERFORM TO YEAR 6  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Improvise * Compose * Pulse * Rhythm * Pitch | * tempo * dynamics * texture structure * melody |  |

|  |
| --- |
| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.** * **Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.** * **Identify instruments/voices: Piano, bass, drums, glockenspiel** |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Play instrumental parts:**   * **With the music by ear using notes G, A + B and D,E, G, A + B** |
| **Improvise: (In a Bossa Nova style) using the notes:**   * **G, A + B**   **Improvise: (In a swing style\_ using the notes:**   * **D + E** * **D, E, G** * D, E, G, A + B |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to Year 5** * **Introduce performance to an audience, telling them how the song was learnt and why.** * Add some choreography * **Record performance and talk about it afterward, giving recommendations for improvements.** |

|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Make You Feel My Love by Bob Dylan –  Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Start to learn the song * Make You Feel My Love   **Performance**  Sing the song | **Listen and Appraise**  Make You feel my Love - Bob Dylan version  Make You Feel My Love by Bob Dylan - Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Make You Feel My Love * Play instrumental parts   **Performance**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  So Amazing by Luther Vandross  Make You Feel My Love by Bob Dylan - Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Make You Feel My Love * Play instrumental parts * Improvise (optional extension activities for improvisation)   **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Hello by Lionel Richie  Make You Feel My Love by Bob Dylan - Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Make You Feel My Love * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Compose   **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  The Way You Look Tonight by Jerome Kern  Make You Feel My Love by Bob Dylan - Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Make You Feel My Love * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Play your composition(s) within the song   **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  Love Me Tender by  Elvis Presley  Make You Feel My  Love by Bob Dylan -  Adele version  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song Make You Feel My Love * Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:   . Play instrumental parts   * . Improvise option (optional extension activities for improvisation)   . Play your composition(s) within the song  Choose and play any of the options below, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO PARENTS  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Introduction, verse * Chorus * bass * drums * electric guitar * keyboard * organ * backing vocals * pulse * rhythm | * pitch * tempo * dynamics * texture structure * compose * improvise * hook * riff * melody * reggae |  |

|  |
| --- |
| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.** * **Identify the instruments/voices: Strings, piano, guitar, bass, drums.** * **Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?** |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Warm up games:**   * **Rhythm and Pitch Copy Back, and Question and Answer.** * **Bronze Challenge: C** * **Silver Challenge: C + D and reading notes** * Gold Challenge: C, D + E and reading notes. |
| **Singing:**   * **In unison.** |
| **Play instrumental parts:**   * **Accurately and in time as part of the performance.** * **The easy part: C, D + E by ear** and from notation * The Medium part: C, D, E F + G by ear and from notation. |
| **Improvise:**   * **In the lesson and as part of the performance** * **Bronze challenge: C** * **Silver challenge: C + D** * Gold Challenge: C, D + E |
| **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 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to parents.** * **Introduce performance to an audience, telling them how the song was learnt and why.** * Add some choreography. * **Record performance and talk about it afterward, giving recommendations for improvements.** |

|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  The Fresh Prince of Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Start to learn the song * The Fresh Prince of Bel * Air   **Performance**  Sing the song | **Listen and Appraise**  Me, Myself and I by  De La Soul  The Fresh Prince of  Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song The Fresh Prince of Bel Air * Play instrumental parts   **Performance**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  Ready or Not by The Fugees  The Fresh Prince of  Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song The Fresh Prince of Bel Air * Play instrumental parts * Improvise (optional extension activities for improvisation)   **Performance**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Rapper’s Delight by The Sugarhill Gang  The Fresh Prince of Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song The Fresh Prince of Bel Air * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Compose   **Performance**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  U Can’t Touch This by MC Hammer  The Fresh Prince of  Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games (optional) * Sing the song The Fresh Prince of Bel Air * Play instrumental parts * Improvise option (optional extension activities for improvisation) * Play your composition(s) within the song   **Performance**  Choose what you perform today. Start to prepare for the end-of-unit performance  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  It’s Like That by Run DMC  The Fresh Prince of Bel Air  **Musical Activities**   * Warm-up Games * Flexible Games * (optional) * Sing the song The Fresh Prince of Bel Air * Choose and play any of the options below, then decide which one to practise for the end-of-unit performance:   . Play instrumental parts  . Improvise option (optional extension activities for improvisation)  . Play your composition(s) within the song  Choose and play any of the options below, then decide which one to practise for the end-of-unit performance  **Performance**  Prepare for the end-of-unit performance  PERFORM TO KS2  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * 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 |  |

|  |
| --- |
| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **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 |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **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:**   * **Singing and rapping** |
| **Play instrumental parts:**   * **Accurately and in time as part of the performance.** * **The easy part: A + D by ear** and from notation * **The medium part: G + A by ear** and form notation * The harder part: C, D, E, F, G, A by ear and from notation. |
| **Improvise:**   * **In the lesson 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 |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to KS2** * **Introduce performance to an audience, telling them how the song was learnt and why.** * Add some choreography * **Record performance and talk about it afterward, giving recommendations for improvements.** |

|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Dancing In The Street by Martha And The Vandellas  **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups and start to learn the song Dancing In The Street   **Perform** Sing the song | **Listen and Appraise**  I Can’t Help Myself (Sugar Pie  Honey Bunch) sung by The Four  Tops  Dancing In The Street by Martha  And The Vandellas  **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups * Continue to learn to sing the song Dancing In The Street * Play instrumental parts   **Perform**  Sing the song and play instrumental parts within the song | **Listen and Appraise**  I Heard It Through The Grapevine  sung by Marvin Gaye  Dancing In The Street by Martha  And The Vandellas 4  **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups. Sing the song Dancing In The Street * Play instrumental parts * Improvise   **Perform**  Sing the song and improvise using voices and/or instruments within the song | **Listen and Appraise**  Ain’t No Mountain High Enough  sung by Marvin Gaye and Tammi  Terrell  Dancing In The Street by Martha  And The Vandellas    **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups. Sing the song Dancing In The Street * Play instrumental parts * Compose   **Perform**  Sing the song and perform composition(s) within the song | **Listen and Appraise**  You Are The Sunshine Of My Life sung by Stevie Wonder  Dancing In The Street by Martha  And The Vandellas    **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups. Sing the song Dancing In The Street * Options: * Include some instrumental and/or * Vocal improvisation within the song * Play your composition(s) within the song   **Perform**  Choose what you perform today. Start to prepare for the end-of-unit performance  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  The Tracks Of My Tears sung by  Smokey Robinson And The  Miracles  Dancing In The Street by Martha  And The Vandellas  **Musical Activities**   * Warm-up Games * Option: Flexible Games * Vocal warm ups. Sing the song Dancing In The Street * Choose and play two performance options, then decide which one to practise for the end-of-unit performance   **Perform**  Prepare for the end-of-unit performance  PERFORM TO PARENTS  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Soul * groove * riff * bass line * backbeat * brass section * harmony * hook * riff * melody * compose | * improvise * cover * pulse * rhythm * pitch * tempo * dynamics * timbre * texture * structure |  |

|  |
| --- |
| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **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 change in tempo, dynamics and texture |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **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 lesson and as part of the performance** * **Bronze challenge: D** * **Silver challenge: D + E** * The Gold Challenge: D, E + F |
| **Compose:**   * **A melody using simple rhythms and use as part of the performance.** * **Using the notes: C, D + E** * Some will be able to use the notes C, D, E, F + G |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to parents** * **Introduce performance to an audience, telling them how the song was learnt and why.** * Add some choreography * **Record performance and talk about it afterward, giving recommendations for improvements.** |

|  |  |
| --- | --- |
|  | Music Curriculum |
|  | |
|  | Year 5 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title** | **Livin’ On a Prayer** | **Classroom Jazz 1** | **Make You Feel My Love** | **The Fresh Prince of Bel-Air** | **Dancing in the Street** | **Reflect, Rewind & Replay** |
| **Music**  **Topic** | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| **Style of main song** | Rock Anthems | Jazz and  Improvisation | Pop Ballads | Old School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Unit theme** | ABBA’s music | Exploring and developing playing skills using the glockenspiel | Writing lyrics linked to a theme | Soul/Gospel music and helping one another | The Beatles, equality and  civil rights | The history of music, look back and consolidate your learning, learn some of the language of music |
| **Instrument** | Glockenspiels | Glockenspiels and Recorders | Glockenspiels | Recorders | Glockenspiels | Recorders |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Music For Compline  (traditional) (Early Music)    Rewind and Listen Out! Johnny  B. Goode by Chuck Berry    Reflect - Composers and  Composition (Rachel Portman)  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music Explorer resource * Rhythm Grid work * The Language of MusicRewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Dido And Aeneas by  Purcell (Baroque)    Rewind and Listen Out! Things  Ain’t What They Used To Be by  Ellington and Persons    Reflect - Composers and  Composition (Rachel Portman)  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music Explorer resource * Rhythm Grid work * The Language of Music * Rewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Symphony No 5 in C minor Opus 67 by Beethoven  (Romantic)    Rewind and Listen Out! Hello by  Lionel Richie    Reflect - Composers and  Composition (Rachel Portman)  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music Explorer resource * Rhythm Grid work * The Language of Music * Rewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Minute Waltz by Chopin  (Romantic)    Rewind and Listen Out! U Can’t  Touch This by MC Hammer      Reflect - Composers and  Composition (Jason Yarde)  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music Explorer resource * Rhythm Grid work * The Language of Music * Rewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Central Park In The  Dark by Charles Ives  (Contemporary)    Rewind and Listen Out! I Heard  It Through The Grapevine by  Marvin Gaye    Reflect - Composers and  Composition (Jason Yarde)  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music * Explorer resource * Rhythm Grid work * The Language of Music * Rewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year.  The performance will include one or more of the following: Improvisation; Instrumental performance; composition. | **Listen and Appraise**  **Reflect and Rewind**  Reflect - Clapping Music by  Steve Reich (Contemporary)    Rewind and Listen Out! Sugar  Pie, Honey Bunch (I Can’t Help  Myself) sung by The Four Tops    Reflect - Composers and  Composition (Jason Yarde).  **Musical Activities**  **Reflect, Rewind and Replay**   * A composition activity using the Music * Explorer resource * Rhythm Grid work * The Language of Music * Rewind and Replay (Revision) - revisit songs from the year   **Perform and Share Replay**  Prepare for a performance of songs and activities from the year.  PERFORM TO WHOLE SCHOOL  -Introduce performance to an audience, telling them how the song was learnt and why.  -Record performance and talk about it afterward, giving recommendations for improvements. |

#

|  |  |  |
| --- | --- | --- |
| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Rock * bridge * backbeat * amplifier * chorus * bridge * riff * hook * improvise * compose * appraising * Bossa Nova * Syncopation * Structure * Swing * tune/head * note values * note names * Big bands * Pulse * rhythm * solo * ballad * verse * interlude * tag ending * strings * piano | * guitar * bass * drums * melody * cover * Old-school Hip Hop * Rap * Synthesizer * Deck * backing loops * Funk * scratching * unison * melody * cover * pitch * tempo * dynamics * timbre * texture * Soul * Groove * Riff * bass line * brass section * harmony * melody. |  |

|  |
| --- |
| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Appraise** |
| * **Listen and appraise Classical Music** |
| **Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)** |
| **Sing:**   * **Singing** |
| **Play instrumental parts:**   * **Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.** * **Play instruments within the song** |
| **Improvise:**   * **Improvisation using voices and instruments** |
| **Compose:**   * **Composition** |
| **Perform and Share** |
| * **Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.** * **Perform to whole school.** * **Introduce performance to an audience, telling them how the song was learnt and why.** * **Record performance and talk about it afterward, giving recommendations for improvements.** |