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

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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 performanceThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise**I Saw Her Standing There by The BeatlesLivin’ 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 performancePERFORM 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. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Rock
* Structure
* Pulse
* rhythm
* pitch
* bridge
* backbeat
* amplifier
* tempo
 | * texture
* dynamics
* chorus
* bridge
* riff
* hook
* improvise
* compose
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| **Assessment:** **Substantive knowledge to be explicitly taughtBy 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.**
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|  | Music Curriculum  |
|  |
|  | Year 5 |

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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** DesafinadoThree 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 improviseThe 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 improvisePERFORM 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. |

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| **Key Vocabulary** |
| **Tier 2** | **Tier 3** |
| * Improvise
* Compose
* Pulse
* Rhythm
* Pitch
 | * tempo
* dynamics
* texture structure
* melody
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy 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.**
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|  | Music Curriculum  |
|  |
|  | Year 5 |

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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 performanceThe 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 performancePERFORM 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. |

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| **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
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy 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.**
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|  | Music Curriculum  |
|  |
|  | Year 5 |

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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 performanceThe performance will include one or more of the following: Improvisation; Instrumental performance; composition.  | **Listen and Appraise** It’s Like That by Run DMCThe 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 performancePERFORM 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. |

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| **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
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy 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.**
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|  | Music Curriculum  |
|  |
|  | Year 5 |

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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 GayeDancing 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 performanceThe 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 performancePERFORM 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. |

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| **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
 |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy 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.**
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|  | Music Curriculum  |
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|  | Year 5 |

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

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| **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 andImprovisation | 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 andcivil 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 |

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| **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. |

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| **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.
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| **Assessment:** |
| **Substantive knowledge to be explicitly taughtBy 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.**
 |