



Music Curriculum: Year 5

What are the aims and intentions of this curriculum?

That by the end of KS2, pupils will:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Term	Topic	Key Learning	Vocabulary
Autumn	Composition notation	<p>Know that simple pictures can be used to represent the structure (organisation) of music</p> <p>Understand that a slow tempo and a minor key (pitch) can be used to make music sound sad</p> <p>Understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Develop 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>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Improvise coherently within a given style</p> <p>Use staff notation to record rhythms and melodies</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>Suggest and demonstrate improvements to own and others' work</p> <p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Work 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>Perform with accuracy and fluency from graphic and simple staff notation</p>	<p>features, notation, repeating, unison, composition, structure, melody, tempo, ensemble, minor key</p>



Music Curriculum: Year 5

Spring	Blues	<p>Understand that a chord is the layering of several pitches played at the same time</p> <p>Know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</p> <p>Know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</p> <p>Know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down</p> <p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary</p> <p>Improvise coherently within a given style</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>Suggest and demonstrate improvements to own and others' work</p> <p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Work 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>Perform with accuracy and fluency from graphic and simple staff notation</p> <p>Play a simple chord progression with accuracy and fluency</p>	<p>blues, chord, 12-bar blues, bar, scale, blues scale, bent notes, ascending scale, descending scale, improvisation</p>
--------	--------------	--	--



Music Curriculum: Year 5

Spring/Summer	South and West Africa	<p>Know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language</p> <p>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>Understand that major chords create a bright, happy sound</p> <p>Know that poly-rhythms means many rhythms played at once</p> <p>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary</p> <p>Develop 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>Improvise coherently within a given style</p> <p>Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Work 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>Perform with accuracy and fluency from graphic and simple staff notation</p> <p>Play a simple chord progression with accuracy and fluency</p>	<p>a cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome</p>
---------------	------------------------------	--	--



Music Curriculum: Year 5

Summer	Composition to represent the festival colour	<p>Know that a vocal composition is a piece of music created only using voices</p> <p>Understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made</p> <p>Understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</p> <p>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>Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Compare, discuss and evaluate music using detailed musical vocabulary</p> <p>Develop 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>Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence</p> <p>Work 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>Perform with accuracy and fluency from graphic and simple staff notation</p>	<p>synesthesia, dynamics, holi, graphic score, vocal composition, performance</p>
--------	---	--	---