

Music Curriculum Year 5

| Throughout the Year | |
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| Curriculum Drivers | |
| Wellbeing – singing and playing instruments is good for our wellbeing Possibilities – careers linked to music-performance, sound engineers, lighting etc. | |
| Key Knowledge | Skills |
| <u>Listen and Appraise</u> To know 5 songs off by heart and who sang or wrote them plus when and why To know the style of the five songs and to name other songs in the same style To choose one song and be able to talk about its lyrics, dimensions, sections, instruments used and its historical context. | To confidently identify and move to the pulse To think about the message of the song To compare 2 songs of the same style To discuss how the song makes them feel To respect other people's thoughts about the music To talk about the music and how it makes you feel |
| <u>Singing</u> To know and confidently sing 5 songs and their parts from memory with a strong internal pulse To choose a song and be able to talk about <ul style="list-style-type: none"> • Its main features • Singing in unison, solo, the lead vocal, the backing vocals or rapping • What the song is about and the meaning of the lyrics • Why you have to warm up your voice | Sing in unison and as backing vocals Demonstrate a good posture Follow a leader when singing Being aware of singing in tune Being aware of the internal pulse when singing |
| <u>Playing</u> To know and be able to talk about <ul style="list-style-type: none"> • Different ways of writing music down- staff notation and symbols • The notes CDEFGAB and C on the treble stave • The instruments they might play or be played in a band or orchestra | Play an instrument with the correct technique Treat instruments carefully and with respect Use one of the differentiated parts to play by memory or with the use of notation Rehearse and perform a part Listen to and follow musical instructions from a leader Lead a rehearsal session |
| <u>Rhythm</u> To know how to keep the internal pulse To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect | Through the progressive warm up Games and Challenges that embed pulse, rhythm and pitch |
| <u>Composition</u> To know that composing is like writing a story with music | Creating simple melodies using up to 5 notes Explain the use of the key/home note Plan and create a section of music and talk about how it was created |

| To know that the composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To know that there are different ways of recording compositions (letter names, symbols, audio etc. | Record the composition with either graphic or pictorial notation | | | | |
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| <u>Improvisation</u> To know that improvisation means making up your own tunes To know that when someone improvises that they make up their own tune and that it has never been heard before To know that everyone can improvise and it can involve one or more notes To know that using one or two notes confidently is better than using many To know that if you improvise you cannot make a mistake To use riffs used in other songs To know 3 well known improvising musicians | To clap and improvise To sing, play and improvise Take it in turns to improvise using one or two notes | | | | |
| <u>Performance</u> To know that a performance is sharing music with other people called an audience To know that a performance can be a special occasion To know that a performance has to be planned To know that words or raps must be clear To know it involves communicating feelings about the music | Choose a song learnt and perform it Add own ideas Talk about the venue and how to use it Record and reflect on the performance | | | | |
| Unit 1 –Livin on a Prayer | | | | | |
| Objectives | Key knowledge and learning | Core Vocabulary | POP tasks | Links to Curriculum Drivers | Resources |
| To learn about rock anthems | Identifying structure and the style of rock music by finding the types of instruments and the range of voices Looking at the pulse and being aware of tempo changes and dynamics Deepen knowledge of theme of rock anthems through listening and singing to We will rock You=Queen Smoke on the Water-Deep Purple Rockin all over the world-Quo | Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise | Basic Identify the structure of the piece Advancing As above with naming the instruments Greater Depth As above with finding the pulse | Love of learning | Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion |

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| | Johnny B Goode- Chuck Berry | | | | |
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Unit 2 –Classroom Jazz 1

| Objectives To know about jazz, improvisation, and swing music | Key knowledge and learning Style indicators of Bossa Nova and swing- syncopation and improvisation Deepen knowledge of theme of improvisation through listening and singing to Desafinado by Stan Getz(swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman | Core Vocabulary Bossa Nova, syncopation, swing, note values, Big bands structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise | POP tasks Basic Play an instrumental part by ear Advancing Improvise in a Bossa Nova style using G A and B Greater Depth Improvise in a swing style | Links to Curriculum Drivers Love of learning Origins of Jazz Community Performance at Christmas or in a class assembly | Resources Charanga on line lessons/songs and games Glockenspiels |
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Unit 3-Make you feel my Love (main focus on To Make you Feel My Love by Adele

| Objectives To explore pop ballads and how they were written with empathy | Key knowledge and learning Know the difference between pulse and rhythm Deepen knowledge of theme of ballads through listening and singing to ballads from different eras Make you feel my Love-Bob Dylan So Amazing-Luther Vandross Hello- Lionel Ritchie The Way You Look-Tony Bennet | Core Vocabulary Ballad, verse structure, interlude, chorus, improvise, compose, cover, strings pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody | POP tasks Basic Compose a simple melody using simple rhythms Advancing As above with C, D and E Greater Depth With the addition of F and G | Links to Curriculum Drivers Love of learning Pop ballads Link to Valentine's day | Resources Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion |
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| Unit 4- The Fresh Prince of Bel Air (Will Smith) | | | | | |
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| Objectives | Key knowledge and learning | Core Vocabulary | POP tasks | Links to Curriculum | Resources |
| To know about the genre of old school Hip-Hop | <p>Key knowledge and learning</p> <p>Know the difference between pulse and rhythm</p> <p>Deepen knowledge of theme of ballads through listening and singing to old school Hip Hop</p> <p>Me Myself and I – De La Soul</p> <p>Ready or Not- Fugees</p> <p>Rapper's Delight- Sugarhill gang</p> <p>U Can't touch this- M C Hammer</p> | <p>Core Vocabulary</p> <p>Old school Hip Hop, Rap, riff, synthesiser, deck, backing loops, Funk, scratching, unison, melody verse structure, interlude, chorus, improvise, compose, cover, strings pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody</p> | <p>Basic Identify the theme of Hip Hop</p> <p>Advancing Identify the structure</p> <p>Greater Depth Use the correct vocabulary when describing the theme</p> | <p>Curriculum Drivers</p> <p>Love of learning Hip Hop in the 1990's and its influence</p> | Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion |
| Unit 5 – Music and Me (main focus Dancing On the Street- Martha and The Vandellas | | | | | |
| Objectives | Key knowledge and learning | Core Vocabulary | POP tasks | Links to Curriculum | Resources |
| To use the genre of Motown music and the rise of the female and black artists | <p>Key knowledge and learning</p> <p>To know that music has a steady pulse</p> <p>Understand that songs have a musical style with a focus on Motown</p> <p>I can't help Myself- The Four Tops</p> <p>I heard it Through the Grapevine- Marvin Gaye</p> <p>Ain't no mountain- Tammi Terrell</p> <p>You are the Sunshine of My Life- Stevie Wonder</p> | <p>Core Vocabulary</p> <p>Gender, racism, rap, lyrics, turntablist, DJ, producer Electronic and Acoustic music, culture, identity, inspirational</p> | <p>Basic To talk about female and black artists and why these songs were included</p> <p>Advancing As above using some of the key themes such as gender and racism</p> <p>Greater Depth As well as impact of the family and culture on that song</p> | <p>Curriculum Drivers</p> <p>Love of Learning Empathy and awareness of race and gender</p> <p>Community Perform to other class or as part of a Showcase assembly</p> | Charanga on line lessons/songs and games Glockenspiels Recorders Untuned percussion |

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| Unit 6- Reflect, Rewind and Replay | | | | |
| Objectives To listen and respond to classical music | Key knowledge and learning Reflect Music For Compline (traditional) (Early Music) Dido And Aeneas by Purcell (Baroque) Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Minute Waltz by Chopin (Romantic) Central Park In The Dark by Charles Ives (Contemporary) - Clapping Music by Steve Reich (Contemporary) | Core Vocabulary From the whole unit | POP tasks | Links to Curriculum Drivers Perform to other class or as part of a Showcase assembly |
| Unit 7- Performance in Summer Term | | | | |
| Objectives To know that a performance is sharing music with other people called an audience To know that a performance can be a special occasion To know that a performance has to be planned To know that words or raps must be clear To know it involves communicating feelings about the music | Key knowledge and learning Choose a song and perform it Add own ideas Record and reflect on the performance | Core Vocabulary Perform Practice Rehearse Refine Perfect | Links to Curriculum Drivers Community Prepare for a performance . | Resources Charanga on line lessons/songs |

