

Year 5 – Music Overview



Topic	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Linked Books	  	  	  	  	  	  
Prior learning	To sing in tune and in time To understand what a musical motif is	To sing with accuracy, fluency, control, and expression To explore and use	To know the key features of Blues music To play the first line	To sing a traditional African song unaccompanied To use tuned	To sing in tune and in tim To understand what a musical motif is	To sing a traditional African song unaccompanied To use tuned

Year 5 – Music Overview



	<p>To compose and notate a motif</p> <p>To develop and transpose a musical motif</p> <p>To combine and perform different versions of a musical motif</p>	<p>different forms of notation</p> <p>To understand note length</p> <p>To read simple pitch notation</p> <p>To use hieroglyphs and stave notation to write a piece of music</p>	<p>of the blues</p> <p>To be able to play the 12-bar Blues</p> <p>To be able to play the Blues scale</p> <p>To be able to improvise with notes from the Blues scale</p>	<p>percussion to play a chord progression</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p>To play call and response rhythms using percussion instruments</p> <p>To create an eight beat break to play within a performance</p>	<p>To compose and notate a motif</p> <p>To develop and transpose a musical motif</p> <p>To combine and perform different versions of a musical motif</p>	<p>percussion to play a chord progression</p> <p>To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p>To play call and response rhythms using percussion instruments</p> <p>To create an eight beat break to play within a performance</p>
Artist/designer /composer	<p>The Bangles: Walk Like an Egyptian</p> <p>Henry Purcell: Queen Mary Funeral March</p>	<p>Alex Foster &amp; Michel LaRue: Hush, Somebody's Calling My Name</p> <p>Billie Holiday: Keeps on Rainin'</p> <p>Muddy Waters featuring Ernest Crawford: Rolling Stone</p> <p>Chuck Brown and the Chuckleberries: Time Out Blues</p> <p>BB King: One Shoe Blues</p> <p>Marcia Ball: So Many Rivers</p>	<p>Miriam Makeba: Click Song (Qongqothwane)</p> <p>Ndebele: folk song Shosholoza</p> <p>Drakensberg Boys Choir: Shosholoza</p> <p>Bwazan This is us</p>	<p>Edvard Grieg: Morning from the Peer Gynt Suite</p> <p>Felix Mendelssohn: Movement 4 (Saltarello/Tarantella) from the Italian Symphony</p> <p>Bedrich Smetena: Vltava/Die Moldau from Má vlast (My Fatherland)</p> <p>Vandana Bhardwaj: Aaj Biraj Mein Holi Re Rasiya</p>	<p>Darude: Sandstorm</p> <p>Latin Groove: Kids Body percussion</p> <p>Elton John (remix by Meta Roos): The Circle of Life - The Lion King (remix)</p> <p>Beethoven: 5th Symphony in C Minor</p> <p>Walter Murphy &amp; The Big Apple Band: A Fifth of Beethoven</p> <p>Yip Harburg (performed by Judy Garland):</p>	<p>Performed by Anthony Warlow: I am a Pirate King - The Pirates of Penzance</p> <p>Performed by Brandon O'Neill: Luck be a Lady (from Guys and Dolls)</p> <p>ABBA: Dancing Queen</p> <p>Performed by Nicholas Bethencourt: Where is Love?</p> <p>Aileen Quinn, Ann</p>

Year 5 – Music Overview



		<p>The Simpsons: Moanin' Lisa Swiss Dutchman: Piano Blues Improvisation</p>			<p>Somewhere Over the Rainbow Israel "IZ" Kamakawiwo'ole: Somewhere Over the Rainbow</p>	<p>Reinking: I Think I'm Gonna Like It Here (from Annie) Performed by Samantha Barks: On My Own (from Les Misérables) Performed by Judy Garland and cast: Follow The Yellow Brick Road (from The Wizard Of Oz) Rusted Root: Send Me On My Way The Proclaimers: I'm Gonna Be (500 Miles) Tony Christie: (Is This The Way To) Amarillo Elton John: Rocket Man Miley Cyrus: The Climb</p>
<p>Substantive knowledge</p>	<p>To sing with accuracy, fluency, control, and expression To explore and use different forms of notation To understand note length</p>	<p>To know the key features of Blues music To play the first line of the 12-bar Blues To be able to play the 12-bar Blues To be able to play the</p>	<p>To sing a traditional African song unaccompanied To use tuned percussion to play a chord progression To use vocals or tuned percussion to</p>	<p>To understand that music can be represented with colours To represent a piece of music as a graphic score To create a vocal</p>	<p>To be able to play a simple looped rhythm from notation To create a piece of music using prewritten loops To be able to play a</p>	<p>To understand the history of musical theatre  To identify character songs and action songs To create a musical</p>

Year 5 – Music Overview



	<p>To read simple pitch notation</p> <p>To use hieroglyphs and stave notation to write a piece of music</p>	<p>Blues scale</p> <p>To be able to improvise with notes from the Blues scale</p>	<p>performing of music as an ensemble</p> <p>To play call and response rhythms using percussion instruments</p> <p>To create an eight beat break to play within a performance</p>	<p>composition based on a picture</p> <p>To create a piece of music inspired by a single colour</p> <p>To work as a group to perform a piece of music</p>	<p>melody line accurately and fluently</p> <p>To select a section of a tune and perform it as a loop</p> <p>To combine loops to create a remix</p>	<p>theatre scene</p> <p>To rehearse a musical theatre scene</p> <p>To perform a musical theatre scene</p>
<p><u>Skills</u></p> <p>Listening</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their</p>

Year 5 – Music Overview



			evaluate their own and others' work.	evaluate their own and others' work.	own and others' work.	own and others' work.
Composing	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.
Performing	Singing songs in two or more parts, in a variety of musical styles from memory,	Singing songs in two or more parts, in a variety of musical styles from memory,	Singing songs in two or more parts, in a variety of musical styles from memory,	Working as a group to perform a piece of music, adjusting dynamics and pitch	Working as a group to perform a piece of music, adjusting dynamics and pitch	Singing songs in two or more parts, in a variety of musical styles from memory,

Year 5 – Music Overview



	<p>with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.</p>	<p>with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.</p>	<p>according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>
New Vocabulary	accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation,	12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat,	a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression,	dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual	accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff,	action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue,

Year 5 – Music Overview



	parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups	improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation	improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals	representation, vocal sounds	structure	director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions
--	--	---	--	------------------------------	-----------	--