



| Year 5 expected | | | | | |
|--|---|--|---|--|---|
| Listen & Appraise | Singing | Playing instruments | Composition | Improvisation | Performance |
| <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail.</p> <p>Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • Know five songs from memory, who sang or wrote them and when they were written • Recognise the style of the five songs and to name other songs from the Units in those styles. • Discuss the music and how it makes them feel. • Choose two or three other songs and be able to talk about: | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse • Choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Copy back rhythms based on the words of the main song, that include syncopation/off beat. • Copy back one-note riffs using simple and syncopated rhythm patterns. • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using a one-note or simple | <p>Compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • In a group, create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. | <p>Improvise 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</p> <ul style="list-style-type: none"> • Identify three well-known improvising musicians. • Complete Bronze and Silver challenges. <ol style="list-style-type: none"> 1. Play and Copy Back Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes 2. Play and Improvise using up to three notes: Bronze – Question and Answer using | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Talk about the venue and how to use it to best effect. • Record the performance and compare it to a previous performance. • Discuss and talk musically about it – “What went well?” and “It would have been even better if...?” • Explain how a performance is planned and different for each occasion. • Know that a performance involves communicating feelings, thoughts and ideas about the song/music and give examples of these. |



Subject Overview with challenge

| | | | | | |
|--|--|--|--|---|--|
| <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - the lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Confidently identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time? • Identify when particular instruments are introduced into a | <p>warming up your voice</p> <ul style="list-style-type: none"> • sing in unison and sing backing vocals. • Explore singing solo. • Demonstrate a good singing posture. | <p>part from memory or beginning to use notation.</p> <ul style="list-style-type: none"> • Begin to play F sharp. | <ul style="list-style-type: none"> • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) • Compose music which meets specific criteria | <p>instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>3. Improvisation using up to two notes. The notes will be provided on-screen:</p> <p>Bronze – Improvise using one note. Silver – Improvise using two notes</p> | |
|--|--|--|--|---|--|



| | | | | | |
|--|--|--|--|--|--|
| <p>song (e.g. male voices in the chorus)</p> <ul style="list-style-type: none"> • Think about the message of the songs. • Use musical words to describe the song/piece. • Contrast the work of a famous composer and explain my preferences | | | | | |
|--|--|--|--|--|--|

Year 5 challenging

| Listen & Appraise | Singing | Playing instruments | Composition | Improvisation | Performance |
|--|--|---|--|---|---|
| <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail.</p> <p>Develop an understanding of the history of music.</p> <ul style="list-style-type: none"> • Know five songs from memory, who sang or wrote them, when they were written and possible reasons | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Use specific techniques when singing 'out of tune' • Listen to each other and be aware of how you fit into the group | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation. • Lead a rehearsal session <p>Use and understand staff and other musical notations</p> | <p>Compose music for a range of purposes using the inter-related dimensions of music. use and understand staff and other musical notations</p> <ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style a chosen song. • Recognise the connection | <p>Improvise 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</p> <ul style="list-style-type: none"> • Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> • Record the performance and compare it to a previous performance; using musical vocabulary to describe similarities/differences in tempo, dynamics, texture, accuracy and pitch. • Consider why different venues are used and give reasons for this. |



Subject Overview with challenge

| | | | | | |
|---|--|--|---|--|--|
| <p>why they were written.</p> <ul style="list-style-type: none"> Recognise the style of the five songs and to name other songs in those styles from songs outside of the Unit. Confidently use musical words in the correct context to describe what they hear. Think about the message of the songs and give reasons for their thoughts. Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Identify the character in a piece of music Identify changes in tempo, | <ul style="list-style-type: none"> Breathe in the correct place when singing. | <ul style="list-style-type: none"> Play the medium part: G + A (+ B + C) by ear and from notation. Read the notes C, D, E, F + G. Use notation to record and interpret sequences of pitches | <p>between sound and symbol</p> <ul style="list-style-type: none"> Choose the most appropriate tempo for a piece of music Change sounds or organise them differently to change the effect | <ul style="list-style-type: none"> Complete the Gold challenges: <ol style="list-style-type: none"> Play and Copy Back: Gold – Copy back using instruments. Use the three notes. Play and Improvise: Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G Improvisation: Gold – Improvise using three notes. | |
|---|--|--|---|--|--|



Subject Overview with challenge

| | | | | | |
|----------------------|--|--|--|--|--|
| dynamics and texture | | | | | |
|----------------------|--|--|--|--|--|