

Y5/6 Cycle A Music Medium Term Planning

Key Knowledge

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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.

English Model Music Curriculum:

In Key Stage 2 Years 3–6 guidance is grouped in four sections as follows:

- Singing
- Listening
- Composing:
 - Improvise
 - Compose
- Performing

Year group 5/6	Topic	Key Knowledge	Listen & Appraise	Composing (incl notation & improvising)	Performing
Autumn 1	Year 6: Film music	<ul style="list-style-type: none"> • To know that a film soundtrack includes the background music and any songs in a film. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' 	<ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their 	<ul style="list-style-type: none"> • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. • Performing with accuracy and fluency from graphic



		<p>key signatures use note pitches that can suggest sadness and tension.</p> <ul style="list-style-type: none"> To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. 	<p>choices with reference to musical vocabulary.</p> <ul style="list-style-type: none"> Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<p>own and others' work, using musical vocabulary.</p>	<p>and s Primary School 1 and from their own notation.</p>
<p>Autumn 2</p>	<p>Year 5: Composition notation (Theme: Ancient Egypt)</p>	<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, 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>Spring 1</p>	<p>Year 5: Musical theatre</p>	<ul style="list-style-type: none"> To understand that musical theatre includes both character and action 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of 	<ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from

		<p>songs, which explain what is going on and how characters feel.</p> <ul style="list-style-type: none"> To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. 	<p>different genres, styles and traditions of music using musical vocabulary.</p> <ul style="list-style-type: none"> Comparing, discussing and evaluating music using detailed musical vocabulary. 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>and instruments (Remix, Colours, Stories, Drama).</p> <ul style="list-style-type: none"> 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. 	<p>memory, accuracy, fluency, control and expression.</p> <ul style="list-style-type: none"> 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>Spring 2</p>	<p><u>Year 6: Theme and variations (Theme: Pop Art)</u></p>	<ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 	<ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others' work, using musical vocabulary. 	<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.

			discuss and evaluate their own and others' work.		
Summer 1	<u>Year 5: South and West Africa</u>	<ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, 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.
Summer 2	<u>Year 6: Composing and performing a Leavers' song**</u> *Y6 and mixed Y5/6 classes complete this unit.	<ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration. 	<ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 	<ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using 	<ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a

				musical vocabulary.	conductor's cues and directions.
	If year 5 only: <u>Advanced rhythms</u>	•	•	•	•

GDS Opportunities	<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
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