

Music Curriculum

Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Start to learn the song - Livin' On A Prayer <p>Performance Sing the song</p>	<p>Listen and Appraise We Will Rock You By Queen Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts <p>Performance Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise Smoke On The Water by Deep Purple Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts - Improvise (optional extension activities for improvisation) <p>Performance Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen and Appraise Rockin' All Over The World by Status Quo Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Compose <p>Performance Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise Johnny B. Goode by Chuck Berry Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Play your composition(s) within the song <p>Performance Choose what you perform today. Start to prepare for the end-of-unit performance</p> <p>The performance will include one or more of the following: Improvisation; Instrumental performance; composition.</p>	<p>Listen and Appraise I Saw Her Standing There by The Beatles Livin' On A Prayer by Bon Jovi</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Flexible Games (optional) - Sing the song Livin' On A Prayer - Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: <ul style="list-style-type: none"> . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song <p>Choose and play any of the options below, then decide which one to practise for the end-of-unit performance</p> <p>Performance Prepare for the end-of-unit performance PERFORM TO CLASS -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Rock • Structure • Pulse • rhythm • pitch • bridge • backbeat • amplifier • tempo 	<ul style="list-style-type: none"> • texture • dynamics • chorus • bridge • riff • hook • improvise • compose 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.
- Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard.
- Find the pulse whilst listening.
- Others will identify changes in tempo, dynamics and texture

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

Warm up games

- Rhythm and pitch copy back.
- Bronze Challenge: G
- Silver Challenge: G + A and reading notes.
- Gold Challenge: G, A + B and reading notes.

Singing:

- In unison.

Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy Part: G, A + B by ear and from notation.
- The medium part: D, E, F sharp + G by ear and from notation.

Improvise:

- In the lesson and as part of the performance
- Bronze challenge: G
- Silver challenge: G + A
- Gold Challenge: G, A + B

Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: G, A + B
- Using the notes: G, A, B, D + E (pentatonic scale).

Perform and Share

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to the class.
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography.
- Record performance and talk about it afterward, giving recommendations for improvements.

Music Curriculum

Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Three Note Bossa	Listen and Appraise Desafinado Three Note Bossa	Listen and Appraise Cotton Tail Three Note Bossa	Listen and Appraise Five Note Swing	Listen and Appraise Perdido Five Note Swing	Listen and Appraise Things Ain't What They Used To Be Five Note Swing
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities - Learn to play the tune/head - Improvise using instruments Perform Play the tune/head and improvise	Musical Activities -Play the tune/head -Build on improvisation skills using instruments Perform Play the tune/head and improvise	Musical Activities -Play the tune/head -Build on improvisation skills using instruments Perform Play the tune/head and improvise	Musical Activities -Play the tune/head and the middle 8 -Improvise using instruments Perform Play the tune/head and middle 8 and improvise	Musical Activities -Play the tune/head and the middle 8 -Build on improvisation skills using instruments Perform Play the tune/head and middle 8 and improvise The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Musical Activities -Play the tune/head and the middle 8 -Build on improvisation skills using instruments Perform Play the tune/head and middle 8 and improvise PERFORM TO YEAR 6 -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Improvise • Compose • Pulse • Rhythm • Pitch 	<ul style="list-style-type: none"> • tempo • dynamics • texture structure • melody 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead.
- Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead.
- Identify instruments/voices: Piano, bass, drums, glockenspiel

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

Play instrumental parts:

- With the music by ear using notes G, A + B and D,E, G, A + B

Improvise: (In a Bossa Nova style) using the notes:

- G, A + B

Improvise: (In a swing style_ using the notes:

- D + E
- D, E, G
- D, E, G, A + B

Perform and Share

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to Year 5
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- Record performance and talk about it afterward, giving recommendations for improvements.

Music Curriculum

Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught. Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Listen and Appraise Make You Feel My Love by Bob Dylan – Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Start to learn the song - Make You Feel My Love Performance Sing the song	Listen and Appraise Make You feel my Love - Bob Dylan version Make You Feel My Love by Bob Dylan - Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts Performance Sing the song and play instrumental parts within the song	Listen and Appraise So Amazing by Luther Vandross Make You Feel My Love by Bob Dylan - Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts - Improvise (optional extension activities for improvisation) Performance Sing the song and improvise using voices and/or instruments within the song	Listen and Appraise Hello by Lionel Richie Make You Feel My Love by Bob Dylan - Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Compose Performance Sing the song and perform composition(s) within the song	Listen and Appraise The Way You Look Tonight by Jerome Kern Make You Feel My Love by Bob Dylan - Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Play your composition(s) within the song Performance Choose what you perform today. Start to prepare for the end-of-unit performance The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Listen and Appraise Love Me Tender by Elvis Presley Make You Feel My Love by Bob Dylan - Adele version Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song Make You Feel My Love - Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Performance Prepare for the end-of-unit performance PERFORM TO PARENTS -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Introduction, verse • Chorus • bass • drums • electric guitar • keyboard • organ • backing vocals • pulse • rhythm 	<ul style="list-style-type: none"> • pitch • tempo • dynamics • texture structure • compose • improvise • hook • riff • melody • reggae 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.
- Identify the instruments/voices: Strings, piano, guitar, bass, drums.
- Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: C
- Silver Challenge: C + D and reading notes
- Gold Challenge: C, D + E and reading notes.

Singing:

- In unison.

Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: C, D + E by ear and from notation
- The Medium part: C, D, E F + G by ear and from notation.

Improvise:

- In the lesson and as part of the performance
- Bronze challenge: C
- Silver challenge: C + D
- Gold Challenge: C, D + E

Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: C, D + E
- Using the notes: C, D E, F + G

Perform and Share

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to parents.
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography.
- Record performance and talk about it afterward, giving recommendations for improvements.

Music Curriculum

Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		
Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Title	Livin’ On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay			
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical			
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music			
Unit theme	ABBA’s music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music			
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders			
Sequence	1	2	3	4	5	6			
Substantive Knowledge to be taught.	Listen and Appraise The Fresh Prince of Bel Air	Listen and Appraise Me, Myself and I by De La Soul The Fresh Prince of Bel Air	Listen and Appraise Ready or Not by The Fugees The Fresh Prince of Bel Air	Listen and Appraise Rapper’s Delight by The Sugarhill Gang The Fresh Prince of Bel Air	Listen and Appraise U Can’t Touch This by MC Hammer The Fresh Prince of Bel Air	Listen and Appraise It’s Like That by Run DMC The Fresh Prince of Bel Air			
Disciplinary Knowledge: Listen and Appraise Musical Activities Performance	Musical Activities - Warm-up Games - Flexible Games (optional) - Start to learn the song - The Fresh Prince of Bel Air - Air Performance Sing the song	Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song The Fresh Prince of Bel Air - Play instrumental parts Performance Sing the song and play instrumental parts within the song	Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song The Fresh Prince of Bel Air - Play instrumental parts - Improvise (optional extension activities for improvisation) Performance Sing the song and improvise using voices and/or instruments within the song	Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song The Fresh Prince of Bel Air - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Compose Performance Sing the song and perform composition(s) within the song	Musical Activities - Warm-up Games - Flexible Games (optional) - Sing the song The Fresh Prince of Bel Air - Play instrumental parts - Improvise option (optional extension activities for improvisation) - Play your composition(s) within the song Performance Choose what you perform today. Start to prepare for the end-of-unit performance The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Musical Activities - Warm-up Games - Flexible Games - (optional) - Sing the song The Fresh Prince of Bel Air - Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Performance Prepare for the end-of-unit performance PERFORM TO KS2 -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.			

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Old-school Hip Hop • Rap, riff • Synthesizer • Deck • backing loops • Funk • scratching • unison • melody • compose 	<ul style="list-style-type: none"> • improvise • cover • pulse • rhythm • pitch • tempo • dynamics • timbre • texture • structure 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending
- Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper.
- Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: D
- Silver Challenge: D + E and reading notes
- Gold Challenge: D, E + F and reading notes.

Singing:

- Singing and rapping

Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: A + D by ear and from notation
- The medium part: G + A by ear and from notation
- The harder part: C, D, E, F, G, A by ear and from notation.

Improvise:

- In the lesson and as part of the performance
- Bronze challenge: D
- Silver challenge: D + E
- Gold Challenge: D, E + F

Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: D, E + F
- Using the notes: D, E F, G + A

Perform and Share

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to KS2
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- Record performance and talk about it afterward, giving recommendations for improvements.

Music Curriculum

Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay
Music Topic	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Style of main song	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

Sequence	1	2	3	4	5	6
<p>Substantive Knowledge to be taught.</p> <p>Disciplinary Knowledge: Listen and Appraise Musical Activities Performance</p>	<p>Listen and Appraise Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups and start to learn the song Dancing In The Street <p>Perform Sing the song</p>	<p>Listen and Appraise I Can't Help Myself (Sugar Pie Honey Bunch) sung by The Four Tops Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups - Continue to learn to sing the song Dancing In The Street - Play instrumental parts <p>Perform Sing the song and play instrumental parts within the song</p>	<p>Listen and Appraise I Heard It Through The Grapevine sung by Marvin Gaye Dancing In The Street by Martha And The Vandellas 4</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Play instrumental parts - Improvise <p>Perform Sing the song and improvise using voices and/or instruments within the song</p>	<p>Listen and Appraise Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Options: Include some instrumental and/or - Vocal improvisation within the song - Play your composition(s) within the song <p>Perform Choose what you perform today. Start to prepare for the end-of-unit performance</p> <p>The performance will include one or more of the following: Improvisation; Instrumental performance; composition.</p> <p>Perform Sing the song and perform composition(s) within the song</p>	<p>Listen and Appraise You Are The Sunshine Of My Life sung by Stevie Wonder Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Choose and play two performance options, then decide which one to practise for the end-of-unit performance <p>Perform Prepare for the end-of-unit performance PERFORM TO PARENTS -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.</p>	<p>Listen and Appraise The Tracks Of My Tears sung by Smokey Robinson And The Miracles Dancing In The Street by Martha And The Vandellas</p> <p>Musical Activities</p> <ul style="list-style-type: none"> - Warm-up Games - Option: Flexible Games - Vocal warm ups. Sing the song Dancing In The Street - Choose and play two performance options, then decide which one to practise for the end-of-unit performance <p>Perform Prepare for the end-of-unit performance PERFORM TO PARENTS -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.</p>

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none"> • Soul • groove • riff • bass line • backbeat • brass section • harmony • hook • riff • melody • compose 	<ul style="list-style-type: none"> • improvise • cover • pulse • rhythm • pitch • tempo • dynamics • timbre • texture • structure 	

Assessment:

Substantive knowledge to be explicitly taught

By the end of this unit children will know:

Listen and Appraise

- Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3.
- Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax).
- Find the pulse whilst listening
- Others will identify change in tempo, dynamics and texture

Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)

Warm up games:

- Rhythm and Pitch Copy Back, and Question and Answer.
- Bronze Challenge: F
- Silver Challenge: F + G and reading notes
- Gold Challenge: F, G + A and reading notes.

Singing:

- In two parts.

Play instrumental parts:

- Accurately and in time as part of the performance.
- The easy part: G by ear and from notation.
- The medium part: G + A by ear and from notation.
- The harder part: F, G, A + D by ear and from notation.

Improvise:

- In the lesson and as part of the performance
- Bronze challenge: D
- Silver challenge: D + E
- The Gold Challenge: D, E + F

Compose:

- A melody using simple rhythms and use as part of the performance.
- Using the notes: C, D + E
- Some will be able to use the notes C, D, E, F + G

Perform and Share

- Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.
- Perform to parents
- Introduce performance to an audience, telling them how the song was learnt and why.
- Add some choreography
- Record performance and talk about it afterward, giving recommendations for improvements.

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Year 5

Vertical Concepts	Pulse	Rhythm	Pitch	Tempo	Dynamics	timbre	Texture	Structure	Notation
Disciplinary Knowledge	Listen and Appraise			Musical Activities			Performance		

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Instrument	Glockenspiels	Glockenspiels and Recorders	Glockenspiels	Recorders	Glockenspiels	Recorders

Sequence	1	2	3	4	5	6
Substantive Knowledge to be taught.	Listen and Appraise Reflect and Rewind Reflect - Music For Compline (traditional) (Early Music)	Listen and Appraise Reflect and Rewind Reflect - Dido And Aeneas by Purcell (Baroque)	Listen and Appraise Reflect and Rewind Reflect - Symphony No 5 in C minor Opus 67 by Beethoven (Romantic)	Listen and Appraise Reflect and Rewind Reflect - Minute Waltz by Chopin (Romantic)	Listen and Appraise Reflect and Rewind Reflect - Central Park In The Dark by Charles Ives (Contemporary)	Listen and Appraise Reflect and Rewind Reflect - Clapping Music by Steve Reich (Contemporary)
Disciplinary Knowledge: Listen and Appraise	Rewind and Listen Out! Johnny B. Goode by Chuck Berry	Rewind and Listen Out! Things Ain't What They Used To Be by Ellington and Persons	Rewind and Listen Out! Hello by Lionel Richie	Rewind and Listen Out! U Can't Touch This by MC Hammer	Rewind and Listen Out! I Heard It Through The Grapevine by Marvin Gaye	Rewind and Listen Out! Sugar Pie, Honey Bunch (I Can't Help Myself) sung by The Four Tops
Musical Activities	Reflect - Composers and Composition (Rachel Portman)	Reflect - Composers and Composition (Rachel Portman)	Reflect - Composers and Composition (Rachel Portman)	Reflect - Composers and Composition (Jason Yarde)	Reflect - Composers and Composition (Jason Yarde)	Reflect - Composers and Composition (Jason Yarde).
Performance	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music MusicRewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year.	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year - Perform and Share Replay Prepare for a performance of songs and activities from the year. The performance will include one or more of the following: Improvisation; Instrumental performance; composition.	Musical Activities Reflect, Rewind and Replay - A composition activity using the Music Explorer resource - Rhythm Grid work - The Language of Music - Rewind and Replay (Revision) - revisit songs from the year Perform and Share Replay Prepare for a performance of songs and activities from the year. PERFORM TO WHOLE SCHOOL -Introduce performance to an audience, telling them how the song was learnt and why. -Record performance and talk about it afterward, giving recommendations for improvements.

Key Vocabulary		
Tier 2		Tier 3
<ul style="list-style-type: none">• Rock• bridge• backbeat• amplifier• chorus• bridge• riff• hook• improvise• compose• appraising• Bossa Nova• Syncopation• Structure• Swing• tune/head• note values• note names• Big bands• Pulse• rhythm• solo• ballad• verse• interlude• tag ending• strings• piano	<ul style="list-style-type: none">• guitar• bass• drums• melody• cover• Old-school Hip Hop• Rap• Synthesizer• Deck• backing loops• Funk• scratching• unison• melody• cover• pitch• tempo• dynamics• timbre• texture• Soul• Groove• Riff• bass line• brass section• harmony• melody.	

Assessment:
Substantive knowledge to be explicitly taught
By the end of this unit children will know:
Listen and Appraise
<ul style="list-style-type: none">• Listen and appraise Classical Music
Musical Activity (Most children can complete the Bronze and Silver Challenges. Some Children may complete the Gold Challenges)
Sing:
<ul style="list-style-type: none">• Singing
Play instrumental parts:
<ul style="list-style-type: none">• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.• Play instruments within the song
Improvise:
<ul style="list-style-type: none">• Improvisation using voices and instruments
Compose:
<ul style="list-style-type: none">• Composition
Perform and Share
<ul style="list-style-type: none">• Share and perform the learning that has taken place: The performance will include one or more of the following: Improvisation; Instrumental performance; composition.• Perform to whole school.• Introduce performance to an audience, telling them how the song was learnt and why.• Record performance and talk about it afterward, giving recommendations for improvements.