



Year 5						
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
Style of Main Song	Rock	Bossa Nova and Swing	Pop Ballads	Old School Hip Hop	Motown	Mixed styles
Unit Theme	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.
End of Year 5 Knowledge and Skills						
Listen and Appraise	Knowledge	<ul style="list-style-type: none"> - To know five songs from memory and who sang them or wrote them, when they were written and, if possible, why. - To know the style of the five songs and to name other songs from the units in those styles. - To choose two or three other songs and be able to talk about: <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). - 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? 				
	Skills	<ul style="list-style-type: none"> - To identify and move to the pulse with ease. - To think about the message of songs. - To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. - Listen carefully and respectfully to other people's thoughts about the music. - When discussing a song, try to use musical terminology. - To talk about the musical dimensions working together in the unit songs. 				



		- Talk about the music and how it makes you feel.
Musical Activities: Games	Knowledge	Know and be able to talk about: - How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. - How to keep the internal pulse. - Musical Leadership: creating musical ideas for the group to copy or respond to.
	Skills	Children develop the following skills in relation to a main song: - Find the pulse. - 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. - Lead the class by inventing rhythms for others to copy back. - Copy back two-note and three-note riffs by ear and with notation. - Question and answer using two and three different notes.
Musical Activities: Singing	Knowledge	- To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. - To choose a song and be able to talk about: - 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 warming up your voice.
	Skills	- To sing in unison and to sing backing vocals. - To enjoy exploring singing solo. - To listen to the group when singing. - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'.
Musical Activities: Playing Instruments	Knowledge	To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbols. - The notes C, D, E, F, G, A, B + C on the treble stave. - The instruments they might play or be played in a band or orchestra or by their friends.
	Skills	- Play a musical instrument with the correct technique within the context of the unit song.



		<ul style="list-style-type: none">- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.- To rehearse and perform their part within the context of the unit song.- To listen to and follow musical instructions from a leader.- To lead a rehearsal session.
Musical Activities: Improvisation	Knowledge	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none">- Improvisation is making up your own tunes on the spot.- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.- To know that using one or two notes confidently is better than using five.- To know that if you improvise using the notes you are given, you cannot make a mistake.- To know that you can use some of the riffs you have heard in the challenges in your improvisations.- To know three well-known improvising musicians.
	Skills	<ul style="list-style-type: none">- Learn to improvise in different ways using instruments in the context of the song they are learning to perform.- Use the improvisation tracks provided to:<ul style="list-style-type: none">- Copy back on instruments using one, two or three notes.- Question and answer on instruments using one, two or three notes in the answer.- Improvise with instruments using the notes provided on screen with one, two or three notes.
Musical Activities: Composition	Knowledge	<p>To know and be able to talk about:</p> <ul style="list-style-type: none">- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.- Notation: recognise the connection between sound and symbol.
	Skills	<ul style="list-style-type: none">- 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.- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



South Failsworth Primary School

'Inspiring and Creating Lifelong Learners'

Music in Year 5 with Charanga Musical School



Musical Activities: Performance	Knowledge	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience. - A performance doesn't have to be a drama! It can be to one person or to each other. - You need to know and have planned everything that will be performed. - You must sing or rap the words clearly and play with confidence. - A performance can be a special occasion and involve an audience including of people you don't know. - It is planned and different for each occasion. - It involves communicating feelings, thoughts and ideas about the song/music.
	Skills	<ul style="list-style-type: none"> - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Vocabulary		
<p>Pulse, rhythm, pitch, tempo, dynamics, melody, texture, timbre, structure, notation, harmony, unison, improvise, compose, perform, note names, note values, appraising, verse, chorus, bridge, interlude, solo, ballad, riff, hook, syncopation, backbeat, amplifier, strings, piano, guitar, bass, drums, synthesizer, deck, backing loops, scratching, groove, bass line, brass section, Rock, Funk, Soul, Old School Hip Hop, Rap, Bossa Nova, overture, duet, jazz head.</p>		