

• **Music: Year 5**

National Curriculum links:

- 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

Learning sequence:

Autumn		Spring		Summer	
<u>Composition notation:</u> <u>Ancient Egypt</u>	<u>Blues</u>	<u>South and West Africa</u>	<u>Compositions to represent</u> <u>festivals</u>	<u>Looping and remixing</u>	<u>Musical Theatre</u>
To sing with accuracy, fluency, control and expression.	To know some features of blues music.	To sing a traditional African song unaccompanied.	To understand that music can be represented with colours.	To play a simple looped rhythm from notation.	To understand the history of musical theatre
To explore and use different forms of notation.	To play the first line of the 12-bar blues.	To use tuned percussion to play a chord progression.	To represent a piece of music as a graphic score.	To explore how sound can be layered using loops.	To identify character songs and action songs
To understand note length.	To be able to play the 12-bar blues.	To use vocals or tuned percussion to perform a piece of music as an ensemble.	To create a vocal composition based on a picture	To play a melody line accurately and fluently.	To create a musical theatre scene
To read simple pitch notation.	To be able to play the blues scale on a tuned instrument.	To play call and response rhythms using percussion instruments.	To create a piece of music inspired by a single colour.	To select a section of a tune and perform it as a loop.	To rehearse a musical theatre scene
To use hieroglyphs and stave notation to write a piece of music.	To be able to improvise with notes from the blues scale.	To create an eight-beat break to play within a performance.	To work as a group to perform a piece of music.	To combine loops to create a remix.	To perform a musical theatre scene

Key vocabulary:

Crotchet	Minor key	Semibreve	Pitch notation
Dotted minim	quaver	stave	Composition