

## • 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:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Composition notation:</u> <u>Ancient Egypt</u>	<u>Schools singing service</u>	<u>Compositions to represent</u> <u>festivals</u>	<u>Schools singing service</u>	<u>Looping and remixing</u>	<u>Schools singing service</u>
To sing with accuracy, fluency, control and expression.		To understand that music can be represented with colours.		To play a simple looped rhythm from notation.	
To explore and use different forms of notation.		To represent a piece of music as a graphic score.		To explore how sound can be layered using loops.	
To understand note length.		To create a vocal composition based on a picture		To play a melody line accurately and fluently.	

To read simple pitch notation.		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 use hieroglyphs and stave notation to write a piece of music.		To work as a group to perform a piece of music.		To combine loops to create a remix.	

Key vocabulary:			
Crotchet	Minor key	Semibreve	Pitch notation
Dotted minim	quaver	stave	Composition