Music Medium Term Planning
Year: 5

National Curriculum	• 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 • Use and understand staff/stave 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			
Term :	**Main Enquiry Question**	**Unit Overview**	**End of unit outcomes**	**Subject Specific Vocabulary**
<u>Autumn Unit</u> Rhythm Builders – exploring rhythmic layers.		This term the children will develop their understanding of rhythm and rhythmic notation. They will get to grips with time signatures, learning to 'feel' the difference between three and four beats in a bar. They will explore folk traditions such as Morris dancing and Basque dance and have fun creating and performing their own dances. From a Tabletop Percussion Machine to rhythmic motifs, learning to play rhythms expressively, is a focus for the term as the children will learn to choose suitable timbre and dynamics when playing and composing. They will also learn the importance of following the conductor! As the term moves on, they will learn how composers create interesting textures by combining layers of musical sound. They will identify the use of ostinato in pieces such as Bolero by Ravel and will use ostinato to accompany songs such as I Have A Song To Sing and Time For	Develop their understanding of rhythm and rhythmic notation. Explore time signatures, learning to feel the difference between three and four beats in a bar. Listen to a range of music, exploring folk traditions such as Morris and Basque Dance Learn to play rhythms expressively, selecting suitable timbre and dynamics Develop ensemble skills Learn how composers create interesting textures by combining layers of musical sound Perform songs and accompany them with polyrhythmic texture	4/4; beat; time signature; four–beat rhythm; **crotchet; quaver; rest**; canon **Improvise**; style; funk; rock 'n' roll; **timbre; structure; verse; chorus; piano; soft, moderately soft; moderately loud; forte; loud; crescendo; diminuendo; texture pulse; pattern; crotchet; tempo; dynamics;** minimalist; unison; polyrhythmic Syncopated; offbeat; **rhythm; polyrhythmic**; Composer; Wolfgang Amadeus Mozart; George Frideric Handel; Johann Sebastian Bach; Ludwig van Beethoven; **rhythmic layers**; sequence; sparse; thin; dense; thick; **call and response**

Music Medium Term Planning
Year: 5

		Everything, creating interesting polyrhythmic textures! The term ends by exploring ways to represent musical textures through notation. With a selection of activities to choose from, the children can explore rhythm grids or create a layered composition inspired by composers taking part in a video call	Represent multilayered textures using informal notation such as rhythm grids.	

Music Medium Term Planning
Year: 5

Sequence of learning (small steps)	**Step 1: Exploring time signatures and performing together** **The rhythm of Life (1-2 lessons)** To perform rhythms accurately and in time as an ensemble To perform a canon To identify note values and follow rhythmic notation **Step 2: Performing rhythms expressively** **Tabletop Percussion Machine (1-2 lessons)** To recognize and define a range of timbres To create and perform rhythmic patterns To organize rhythmic ideas within a structure **Step 3: Exploring rhythmic texture** **Rhythmic Layers (1 lesson)** To maintain an independent part in an ensemble To perform rhythms accurately To experiment with rhythmic texture **Syncopated Rhythms (1 lesson)** To recognize a syncopated rhythm To maintain a syncopated rhythm accurately and in time as a group **Step 4: Creating and notating musical texture** **Video-Call composition (2-3 lessons)** To experiment with musical texture To create graphic notation To describe the structure of a piece of music To research information about significant composers

Music Medium Term Planning
Year: 5

<u>Spring Unit</u> Music and Words		This term is all about music and words! The children will brush up their Italiano, improvise musical conversations, scat like Ella Fitzgerald and compose music inspired by poetry! Songs such as Music Italiano and I'll Sing This Song will teach the class to recognize the inter-related dimensions of music as well as develop their understanding of Italian musical vocabulary. Through creative listening activities, the children will learn to represent expressive features of music in a graphic score and then use musical vocabulary to describe their creations! Improvisation skills will be developed through call-and response activities where the children will create rhythmic and melodic patterns to a four-beat pulse. From the classical cadenza to the Be-bop scat of Ella Fitzgerald, the children will also develop an understanding of how improvisation has been used throughout musical history. Learning about musical styles such as jazz gives the class an opportunity to find out about influential musicians such as Louis Armstrong, and of course, it's the perfect reason to sing songs written in 'jazzy' style such as Jazz Is Cool, In The Band and Shoo Be-Doo-Ah. The children will end the term by creating music inspired by lyrics, words and poetry, exploring techniques to establish mood and atmosphere.	Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary Explore creative listening activities, learning to represent expressive features in music in a graphic score Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style Learn how improvisations has been used throughout musical history Learn about music styles such as jazz and influential musicians such as Louis Armstrong. Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	**Forte; piano; crescendo; diminuendo; largo; andante; allegro; presto; legato; staccato; sforzando; rallentando;** fine; **tempo; dynamics; articulation Call and response;** musical conversation; rhythmically; question; answer; **timbre; fortissimo; pianissimo; improvisation;** Jazz; blues; ragtime; piano; banjo; trumpet; clarinet; double bass; trombone; scat; syncopated rhythms; offbeat melodic accompaniment; **semibreve**; bars; texture

Music Medium Term Planning
Year: 5

Sequence of learning (small steps)	**Step 1: Developing an understanding of the inter related dimensions and musical vocabulary** **Italiano (1 lesson)** To recognize and use Italian musical vocabulary To vary tempo, dynamics and articulation when singing To follow musical directions **Step 2: Improvising musical patterns** **Musical Conversations (2 lessons)** To play call-and-response rhythms To improvise rhythmic patterns, performing to a steady pulse To develop ensemble skills, playing accurately and expressively **Step 3: Exploring jazz** **That's Jazz (1-2 lessons)** To recognize some stylistic features of jazz music To find out about influential jazz musicians To sing songs with an awareness of style **Step 4: Composing and notating music inspired by lyrics and poetry** **Composing From Lyrics (2 lessons)** To play a melody to accompany a song using standard notation To compose music inspired by song lyrics over a simple melodic accompaniment To represent musical ideas using a combination of standard and graphic notation To recognize how music can establish mood and atmosphere

Music Medium Term Planning
Year: 5

Summer Unit Song Ingredients		This term, the children will learn about the key ingredients used in songs: rhythm, melody, harmony and lyrics! They will begin to learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog and identify how layers of melody can be combined to create a polyphonic texture. They will identify these features in music from the past and present, listening to traditional songs such as Frère Jacques and Three Country Dances In One, alongside contemporary music created and performed with a loop pedal! As the term progresses, they will develop their understanding of intervals, scales and chords and learn to notate pitches using staff and letter notation. Playing together as an ensemble remains a key focus and they will accompany song melodies using chords, drones and basslines. The term ends with a chance to explore the songwriting process. The children will learn how songs can reflect the time and place in which they are written, and may be sung to mark a social or cultural occasion. With a selection of activities to choose from, the children can write their own song inspired by the structure of Take A Major Scale, compose a school jingle or collaborate to write a song to celebrate their school community	Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present Develop their understanding of intervals, scales and chords Learn to notate pitches using staff and letter notation Play together as an ensemble and accompany song melodies using chords, drones or basslines Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.	Harmony; round; **melody**; beat; parts; canon **Scale;** staff notation; chord; triad; **ascending; descending**; stave; ledger line; C major; **major; minor**; treble clef; **Pentatonic**; bass note; tonic; pedal note; root note; drone; **largo; andante; allegro**; mezzo **forte; fortissimo**; **pianissimo; piano**; mezzo piano; bagpipe; chanter; **homophonic; texture;** Rhythm; line; song; **structure; lyrics; pentatonic scale; notation; dynamics; tempo**

Music Medium Term Planning
Year: 5

Sequence of learning (small steps)	**Step 1: Exploring melodic layers** **Round we Go (1 lesson)** To maintain a part in a group when singing To perform a simple round To sing with a good awareness of pitch **Step 2: Exploring scales, intervals and chords** **Try a Triad (1 lesson)** To play triads based on a major scale To hear the difference between major and minor chords To play a scale following letter and staff notation **Step 3: Creating and playing harmonic accompaniments (drones, chords and basslines)** **Drones and Melodies (1-2 lessons)** To compose a short pentatonic melody above a drone To notate a melody using staff and letter notation To sing a song with harmony parts **Step 4: Combining lyrics, melody and harmony** **Lyrics and Melody (2 lessons)** To compose a song following a melodic structure To perform a melody and harmony part on tuned percussion To notate a melody using letter notation
Key Knowledge and skills developed over the year	**Singing and Playing** Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato) Play rhythmic patterns accurately and expressively using instruments or body percussion Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.

Music Medium Term Planning
Year: 5

	Develop knowledge of scales and intervals through singing and playing Understand how triads are formed and play them on tuned percussion or keyboards Play simple chords, drones, or bass lines and use them to accompany a familiar song Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics) To evaluate performances, suggesting ways to improve and making necessary adjustments **Listening** Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation Interpret features of music through visual art or movement Listen and identify structures used to shape songs and music (e.g. call and response, rondo form) Understand how pitches can be combined to create harmony and describe the effect **Composing and Improvising** Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere Compose and notate short melodies using: staff and informal notation Compose music with contrasting sections Use chords to evoke a specific atmosphere or mood Compose music using a combination of lyrics and melody Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments **Notation** Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver) Develop understanding of time signatures (3/4 and 4/4) Read and perform pitch notation within an octave Represent compositions using a combination of graphic and standard notations Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions