



Music Curriculum – Year 5 and 6– Cycle B

Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974366/Model\\_Music\\_Curriculum\\_Full.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf)

**Pedagogy** - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Subject Content National Curriculum

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- ♣ 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.

Resources	Autumn		Spring		Summer	
	<a href="#">Unit: Happy</a> <b>Style:</b> Pop/Motown <b>Topic and cross-curricular links:</b> What makes us happy? Video/project with musical examples. <b>Links to other units:</b> Dancing In The Street KS2/ages 7-11 (Scheme Year 5)	<a href="#">Unit: Classroom Jazz 2</a> <b>Style:</b> Jazz, Latin, Blues <b>Topic and cross-curricular links:</b> History of music - Jazz in its historical context. <b>Links to other units:</b> Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.	<a href="#">Unit: Benjamin Britten - A New Year Carol</a> <b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra. <b>Topic and cross-curricular links:</b> Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of Gospel music and Bhangra. <b>Links to other units:</b> Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)	<a href="#">Unit: You've Got A Friend</a> <b>Style:</b> The Music of Carole King <b>Topic and cross-curricular links:</b> Her importance as a female composer in the world of popular music. <b>Links to other units:</b> Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)	<a href="#">Unit: Music and Me</a> <b>Style:</b> Contemporary, music and identity <b>Topic and cross-curricular links:</b> Celebrating the role of women in the music industry.	<a href="#">Unit: Reflect, Rewind and Replay</a> <b>Style:</b> Western Classical Music and your choice from Year 6 <b>Topic and cross-curricular links:</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. <b>Links to other units:</b> All Year 6 units
	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments	Internet access, IWB, sound bar/speaker, percussion instruments, tuned instruments

Vocabulary	<b>Accompaniment</b> - The underlying sounds used to support a melody line <b>Beat/pulse</b> - Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the 'steady beat' <b>Body percussion</b> - Sounds which can be made using parts of the body, eg clapping, tapping knees, etc. <b>Call and response</b> - A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response) <b>Chord</b> - Two or more notes played at the same time <b>Conductor</b> - The person elected to lead a group of singers or instrumentalists <b>Crescendo</b> - Getting louder <b>Dimensions/elements</b> - The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): duration, dynamics, pitch, structure, tempo, texture, and timbre (see definitions)	<b>Minor</b> - One of the most common types of eight-note musical scale. Often described as having a sad sound (see also Major) <b>Notations</b> - Ways of writing music down – examples include graphic notation and staff notation <b>Ostinato (plural ostinatos/ostinati)</b> - A short rhythmic or melodic pattern which is repeated over and over <b>Pictorial symbols</b> - A simple form of notation in which a picture is used to represent a sound, eg car picture = motor sounds <b>Pitch</b> - Refers to the complete range of sounds in a piece of music from the lowest to the highest <b>Pizzicato</b> - The technique of playing a string instrument, eg violin, by plucking the strings rather than playing them with the bow <b>Playing methods</b> - Acoustic (non-electronic) sounds are made by shaking, scraping, tapping, or blowing a soundmaker <b>Rest</b> - A silence <b>Rhythm</b> - Patterns of long and short sounds played within a steady beat <b>Rhythm pattern</b> - A short section of rhythm
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	<p><b>Diminuendo</b> - Getting quieter</p> <p><b>Duet</b>- song or piece of music for two parts of equal importance</p> <p><b>Duration</b> - The word used in music to refer to the length of a sound or silence</p> <p><b>Dynamics/volume</b> - The loudness of the music, usually described in terms of loud/quiet</p> <p><b>Glissando</b> - A slide up or down from one musical note to another, in the manner of a rapid, sliding scale</p> <p><b>Improvisation</b> - A piece of music which is created spontaneously</p> <p><b>Improvise</b> - To invent music as you go along</p> <p><b>Leap</b> - The space between two musical notes which is greater than a step (see Step movement)</p> <p><b>Major</b> - One of the most common types of eight-note musical scale. Often described as having a happy sound (see also Minor)</p> <p><b>Melody</b> - A tune</p> <p><b>Metre</b> - The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours</p>	<p><b>Solo</b> - A piece of music for one singer or instrumentalist</p> <p><b>Step movement</b> -Notes of a melody which move stepwise up or down</p> <p><b>Structure</b> - Most music is underpinned by a structure which may be as simple as beginning, middle and end</p> <p><b>Symbol</b> - Any written representation of a sound</p> <p><b>Tempo (plural tempi)</b> - The speed at which music is performed, usually described in terms of fast/slow</p> <p><b>Tremolo</b> - The rapid repetition of notes, producing a quavering effect. It can either be on one note or between two notes</p> <p><b>Tuned percussion</b> - Percussion instruments which make sounds with a defined pitch, eg glockenspiel</p> <p><b>Untuned percussion</b> - Percussion instruments which make sounds of indefinite pitch, eg hand drum</p>
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The table below shows how this is implemented within our scheme of work:    **Introduce**                      **Repeat**                      **Embed**

Year Group	Listen and Appraise	Interrelated Dimensions (games)	Singing	Playing	Improvising	Composition	Performance
5	<p>To know five songs from memory, who sang or wrote them, when they were written and, <b>if possible, why?</b></p> <p>To know the style of the five songs and <b>to name other songs from the Units in those styles.</b></p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"><li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li><li>The lyrics: what the songs are about</li><li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li><li>Identify the main sections of the songs (intro, verse, chorus etc.)</li><li>Name some of the instruments they heard in the songs</li><li><b>The historical context of the songs.</b></li><li><b>What else was going on at this time?</b></li></ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"><li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li><li>How to keep the internal pulse</li><li>Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"><li>Its main features</li><li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>To know what the song is about and the meaning of the lyrics</li><li>To know and explain the importance of warming up your voice</li></ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>Different ways of writing music down – e.g. staff notation, symbols</li><li>The notes C, D, E, F, G, A, B + C on the treble stave</li><li>The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"><li>Improvisation is making up your own tunes on the spot</li><li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>To know that using one or two notes confidently is better than using five</li><li>To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li><li>To know three well-known improvising musicians</li></ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>A composition: music that is created by you and kept in some way.</li><li>It’s like writing a story. It can be played or performed again to your friends.</li><li><b>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</b></li><li><b>Notation: recognise the connection between sound and symbol</b></li></ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"><li>Performing is sharing music with an audience with belief</li><li>A performance doesn’t have to be a drama! It can be to one person or to each other</li><li>Everything that will be performed must be planned and learned</li><li>You must sing or rap the words clearly and play with confidence</li><li>A performance can be a special occasion and involve an audience including of people you don’t know</li><li>It is planned and different for each occasion</li><li>A performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>
6	To know five songs from memory, who sang or wrote them, when they	Know and be able to talk about:	To know and confidently sing five songs and their parts	To know and be able to talk about:	To know and be able to talk about improvisation:	To know and be able to talk about:	To know and be able to talk about:

	<p>were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"><li>• The style indicators of the songs (musical characteristics that give the songs their style)</li><li>• The lyrics: what the songs are about</li><li>• Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li><li>• Identify the structure of the songs (intro, verse, chorus etc.)</li><li>• Name some of the instruments used in the songs</li><li>• The historical context of the songs. What else was going on at this time, musically and historically?</li><li>• Know and talk about that fact that we each have a musical identity</li></ul>	<ul style="list-style-type: none"><li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li><li>• How to keep the internal pulse</li><li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li></ul>	<p>from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about:</p> <ul style="list-style-type: none"><li>• Its main features</li><li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>• To know what the song is about and the meaning of the lyrics</li><li>• To know and explain the importance of warming up your voice</li></ul>	<ul style="list-style-type: none"><li>• Different ways of writing music down – e.g. staff notation, symbols</li><li>• The notes C, D, E, F, G, A, B + C on the treble stave</li><li>• The instruments they might play or be played in a band or orchestra or by their friends</li></ul>	<ul style="list-style-type: none"><li>• Improvisation is making up your own tunes on the spot</li><li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li><li>• To know that using one, two or three notes confidently is better than using five</li><li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li><li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li><li>• To know three well-known improvising musicians</li></ul>	<ul style="list-style-type: none"><li>• A composition: music that is created by you and kept in some way.</li><li>• It's like writing a story. It can be played or performed again to your friends.</li><li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li><li>• Notation: recognise the connection between sound and symbol</li></ul>	<ul style="list-style-type: none"><li>• Performing is sharing music with an audience with belief</li><li>• A performance doesn't have to be a drama! It can be to one person or to each other</li><li>• Everything that will be performed must be planned and learned</li><li>• You must sing or rap the words clearly and play with confidence</li><li>• A performance can be a special occasion and involve an audience including of people you don't know</li><li>• It is planned and different for each occasion</li><li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li></ul>
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