

MUSIC CURRICULUM MAP

Year 5



	Main features of Units taught	Genres	Over view of Key Knowledge	Over view of Key Skills	By the end of this year, the children will know this vocabulary
Year 5	<p><b>Unit 1: Livin' On a Prayer</b></p> <p>Rock Anthems</p> <p><b>Unit 2: Classroom Jazz 1</b></p> <p>Jazz and Improvisation</p> <p><b>Unit 3: Make You Feel My Love</b></p> <p>Pop Ballads</p> <p><b>Unit 4: The Fresh Prince of Bel-Air</b></p> <p>Old School Hip-Hop</p> <p><b>Unit 5: Dancing in the Street</b></p> <p>Motown</p>	<p>Rock</p> <p>Bossa Nova and Swing</p> <p>Pop Ballads</p> <p>Old School Hip-Hop</p> <p>Motown</p>	<p><b>Listen and Appraise</b></p> <p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <p>Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p>	<p><b>Listen and Appraise</b></p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working</p>	<p>Elements of Music:</p> <p>Pulse</p> <p>Rhythm</p> <p>Pitch</p> <p>Tempo</p> <p>Dynamics</p> <p>Timbre</p> <p>Texture</p> <p>Plus appropriate musical vocabulary from the Musical Key Words document.</p>

	<p><b>Unit 6 Reflect, Rewind &amp; Replay</b></p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>		<p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p> <p><b>Singing</b></p> <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> <p>Its main features</p>	<p>together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p> <p><b>Singing</b></p> <p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p>	
--	--	--	---	--	--

			<p>Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know and explain the importance of warming up your voice</p> <p><b>Playing</b></p> <p>To know and be able to talk about:</p> <p>Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being ‘in tune’.</p> <p><b>Playing</b></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>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.</p>	
--	--	--	---	--	--

			<p><b>Improvisation</b></p> <p>To know and be able to talk about improvisation:</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p>	<p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p> <p><b>Improvisation</b></p> <p>Copy Back – Listen and clap back, sing back or play back</p> <p>Play and Improvise – Using instruments, listen and play your own answer using a prescribed number of notes.</p> <p>Improvise! – Take it in turns to improvise using a prescribed number of notes</p>	
--	--	--	--	---	--

			<p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>To know three well-known improvising musicians</p> <p><b>Composition</b></p> <p>To know and be able to talk about:</p> <p>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.</p>	<p><b>Composition</b></p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p>	
--	--	--	---	---	--

			<p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p><b>Performance</b></p> <p>To know and be able to talk about:</p> <p>Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p>	<p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><b>Performance</b></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and</p>	
--	--	--	--	---	--

			<p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p> <p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	
--	--	--	---	--	--