Subject Area – Music Year Group - Five

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	**Composition Notation** Ancient Egypt	**Composition to represent the festival of colour** Holi Festival	**Blues** Blues	**South and West Africa** South and West Africa	**Looping and remixing** Looping and remixing	**Singing –** Enfield Partnership Festival
Link to Programme of study	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 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.	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Composite Knowledge	**What is notation?** **What is stave notation?** **How can we read and write music using pictures (graphic score)?** **How can we read and write music using stave notation?** **How can we sing with increasing accuracy, fluency, control and expression?**	**What is a vocal composition?** **What effect do pitch and dynamics have on a vocal composition?** **What other effects can be created within a vocal composition?** **How can colour be used to inspire a vocal composition?**	**What is 'blues' music?** **Where does it originate?** **What are the features of blues music?** **What are the themes of blues music?** **What is 12-bar-blues?**	**What unfamiliar sounds might you hear in songs from South and West Africa?** **What are some of the features of West African music and drumming?** **What are call and response rhythms?**	**What is a loop?** **What is ostinato?** **What is a remix?** **How is remixed music made? What is it usually used for?**	**What is pitch?** **What are dynamics?** **What is tempo?** **What is musical notation?**
Component knowledge	To know that notation can be graphic (pictures) or stave notation.	To know that a vocal composition is a piece of music created only using voices.	To know that 'blues' music aims to share	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	**Key skills:** Singing and playing in time with peers with accuracy and awareness

	To understand that the symbols in stave notation represent notes A – G. **Key skills:** Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Performing with accuracy and fluency from graphic and simple staff notation.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made **Key skills:** Composing a detailed piece of music from a given stimulus with voices, bodies and instruments Performing with accuracy and fluency from graphic and simple staff notation.	feelings and blues songs tend to be about sadness or worry. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. **Key skills:** Learning about the history of a style or movement in music. Comparing, discussing and evaluating music using detailed musical vocabulary.	clicks of the Xhosa language. To know some of the features of West African drumming. **Key skills:** Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Developing confidence in using detailed musical vocabulary, related to the inter-related dimensions of music.	To know that remix is music that has been changed, usually so it is suitable for dancing to. **Key skills:** Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	of their part in the group performance. Performing with accuracy and fluency from graphic and simple staff notation.
National Curriculum KS2 (skills)	Pupils should be able 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.					
Vocabulary	**pulse, tempo, pitch, notation, stave notation, graphic score**	**pitch, dynamics, texture, timbre, vocal composition**	**structure, rhythm, pulse, pitch, 12-bar-blues**	**structure, texture, rhythm, pulse, pitch, timbre, call and response, eight-beat break**	**rhythm, texture, structure, pulse, loop, ostinato, remix**	**structure, texture, rhythm, pulse, pitch, dynamics, character song, action song**
Links to prior knowledge	-	-	-	-	-	-
Key knowledge for assessment	Children can use the terms **pulse, tempo, pitch** and **notation** correctly. Children can sing and play in time with peers	Children can use the terms **pitch, dynamics, texture** and **timbre** correctly.	Children can discuss the history and style of blues music, including **12-bar-blues.** Children can discuss and evaluate blues music	Children can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Children can use the terms **rhythm, texture, structure, pulse, loop** and **ostinato** correctly. Children can combine rhythmic patterns	Children can compare, discuss and evaluate music using detailed musical vocabulary (related to the inter-related dimensions of music).

	with accuracy and awareness of their part in the group performance.	Children can use simple pictures to represent a piece of music. Children can discuss the mood of a piece of music using musical vocabulary.	using detailed musical vocabulary (related to the inter-related dimensions of music).	Children can demonstrate increasing confidence in using detailed musical vocabulary, related to the inter-related dimensions of music.	(ostinato) into a multi-layered composition. Children can select, discussing and refine musical choices both alone and with others, using musical vocabulary (related to the inter-related dimensions of music) with confidence.	Children can perform in time with a group, ensuring smooth transitions between spoken dialogue, singing and dancing.

Key Vocabulary Progression					
Year One	**Year Two**	**Year Three**	**Year Four**	**Year Five**	**Year Six**
pulse, rhythm, pitch, tempo, dynamics, timbre, notation	**pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation,** soundscape	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** ensemble, syncopation, drone, rag, tal, scale, pentatonic, crescendo, lyrics, stanza, verse, chorus, duration	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation,** body percussion, motif, transpose, harmony, ostinato, walking bassline, hand jive, haiku, glissando, syncopation, rhythmic break	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** stave notation, graphic score, vocal composition, 12-bar blues, call and response, eight-beat break, character song, action song, loop, ostinato, remix	**pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, notation** Kodaly, minimalism, major, minor, harmony, counter-melody, Solfa, fugue, ground bass, recitative, canon, chord progression, melody