LONGTON LANE PRIMARY SCHOOL SUBJECT: MUSIC YEAR 5

*‘Believe and Achieve’*

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| National Curriculum Subject Content 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 5 * improvise and compose music for a range of purposes using the inter-related dimensions of music 6 * listen with attention to detail and recall sounds with increasing aural memory 7 * use and understand staff and other musical notations 8 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 9 * develop an understanding of the history of music 10 |

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| UNIT | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Livin’ On a Prayer | Classroom Jazz 1 | Make You Feel My Love | The Fresh Prince of Bel-Air | Dancing in the Street | Reflect, Rewind & Replay |
| Style of main song | Rock | Bossa Nova and Swing | Pop Ballads | Old-School Hip-Hop | Motown | Classical |
| Unit theme | Rock Anthems | Jazz and Improvisation | Pop Ballads | Old-School Hip-Hop | Motown | The history of music, look back and consolidate your learning, learn some of the language of music |
| Instrumental parts |  | | | | | |
| Key | G | Bossa Nova B A + G  Swing D E G A + B | C |  | F | Revise existing |
| One Note | G | C | A | F |
| Easy Part | G A + B | C F | D + A | G |
| Medium Part | D E F Sharp G | E F G A B + C | G + A | F + G |
| Melody | D E F Sharp G A B + C | B C D E F + G | C D E F G + A | F G A + D |

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| Listen and Appraise | Singing | Playing | Improvisation | Composition | Performance |
| To compare 2 songs in the same style, talking about what stands out musically in each of them  To be able to discuss musical dimensions featured in a song - texture, dynamics, tempo, rhythm and pitch  To be able to discuss the historical context of songs  To identify and move to a pulse with ease | From a song be able to talk about singing in unison, solos, lead and backing vocals and rapping  To sing in unison and to sing backing vocals  To enjoy exploring singing solo  To listen to each other and be aware of how you fit into the group | To be able to talk about different ways of writing music down e.g. staff notation, symbols  To know the notes C D E F G A B +C on the treble stave  Play a musical instrument with the correct technique  Select an instrumental part that matches their musical challenge  To lead a rehearsal session | To be able to sing, play, copy back and improvise to gold challenge from the scheme | To recognise the connection between sound and symbol  Create simple melodies using up to 5 different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial) | To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?" |