



Y5 music overview 2022-23

Musical Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Responding	Creating	Talking
						Exploring	Notating	
Singing	<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities 	<ul style="list-style-type: none"> Class/group tuition with notation 	<ul style="list-style-type: none"> Understanding history/origins of classical music (orchestra, symphony, concert) Understanding how this music was/is used 	<ul style="list-style-type: none"> Class teacher led presentations with children note-taking Group research on Blues, World, Folk origins etc and instruments 	TERM1: Classical Music and the Orchestra	Most children will be able to... (working at)	Some children will not yet be able to... (working towards)	Some children are confidently able to... (exceeding)
Playing and performing	<ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies Reading notation <ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> Class/group tuition with notation, pitch, rhythm, tempo, collaboration 	<ul style="list-style-type: none"> Understand its use in Royal courts; Churches in history Understand knowledge of famous composers/ musicians 					
Improvising	<ul style="list-style-type: none"> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below 	<ul style="list-style-type: none"> Class/group improvisation games 		<ul style="list-style-type: none"> Rehearsal in groups / as a class Performances to class/assemblies Class, then group opportunities to create compositions 	TERM2: Keyboards			
Composing	<ul style="list-style-type: none"> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology 	<ul style="list-style-type: none"> Class initial tutoring, then group opportunities for composition. 						

Listening	<ul style="list-style-type: none"> • Listen to variety of classical music identifying particular elements • Listen to someone else's chosen recording • Listen to and critique other compositions 	<ul style="list-style-type: none"> • Listening element to be part of each lesson 		<ul style="list-style-type: none"> • Chosen piece to present to class for listening with reasons why and a background to piece selected 	TERM3: Tudor Music Music of Churches			
SMSC	<ul style="list-style-type: none"> • Work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y5 music curriculum • Resolve conflicts and differing opinions should these arise • Develop an enjoyment of music • Use of imagination and creativity • Reflect on tasks • Investigate and offer views on ethical issues in music topics studied • Develop a willingness to explore and understand music from a variety of cultural backgrounds 	<ul style="list-style-type: none"> • Research using given websites and researching finding own • Planned for opportunities to enable pupils to work with those of differing backgrounds 						

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