



Halsall St Cuthbert's CE Primary School Music



Our bespoke curriculum contains the following Golden threads:

- Environment & Locality
- Equality & Diversity
- Expression & Confidence

Year 5

Topic: Musical styles and instruments (Reggae, Calypso and R&B)

Objectives

- NC 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

Key Vocabulary

Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
 Simple time, compound time, syncopation, musical styles and genres

Enrichment Opportunities

Watch recorded performances on youtube

Values

Environment & Locality:
 Equality & Diversity:
 Expression & Confidence:

End Outcomes and assessment

- I can listen and appraise a variety of songs
- I can recognise instruments associated with reggae, calypso and R and B styles
- I have an understanding of Caribbean music and it's influence of Western Music

Year 5

Topic: “Battle of the Bands” Charanga unit

<https://www.lancashiremusicclub.co.uk/c/1370757-english-model-music-curriculum-scheme/1370786-year-5/1370792-battle-of-the-bands>

Objectives

- NC play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To find and keep a steady beat.
- To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- To copy back various melodic patterns: Minims, dotted crotchets, crotchets and quavers
- To listen, learn then improvise with a range of songs

Key Vocabulary

Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)
 Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) Timbre, Texture, Structure (Form)
 Harmony - static, moving, triads, chord progressions
 Minims, Semibreves, Semiquavers, Rests,

Enrichment Opportunities

Key Question - How does music connect us with the environment?

Values

Environment & Locality: How does music connect us with the environment?
 Equality & Diversity:
 Expression & Confidence: performance

End Outcomes and assessment

- I can listen and appraise a song
- I can sing along with a song
- I can improvise with a song
- I can perform my improvisations

Year 5

Topic: BBC 10 Pieces Edvard Grieg - In the Hall of the Mountain King from 'Peer Gynt'

<https://www.bbc.co.uk/teach/ten-pieces/articles/z7nf3k7>

Objectives

- NC 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.
- listen and reflect on a piece of orchestral music
- invent their own musical motifs and structure them into a piece
- perform as an ensemble
- learn musical language appropriate to the task

Key Vocabulary

Accelerando, Coda, Crescendo, Pitched percussion Unpitched percussion,
Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full
scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando),
getting slower (rallentando)
Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte
(moderately loud) and mezzo piano (moderately quiet) Timbre, Texture, Structure (Form)
Harmony - static, moving, triads, chord progressions
Minims, Semibreves, Semiquavers, Rests,

Enrichment Opportunities

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can play and perform in ensemble contexts, using voices and playing musical instruments
- I can improvise and compose music for a range of purposes using the interrelated dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I know the name of the composer Greig

Year 5

Topic: Ukulele

Objectives

- NC 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
- To play the ukulele with increasing confidence and ability
- To play as part of an ensemble

Key Vocabulary

Ukulele, Strings, Head, Neck, Body, Bridge, Strumming, Picking, Chords, Rhythm, Melody, TAB, Stave, Tempo, Dynamics, Songs, Structure.

Enrichment Opportunities

Perform for a real audience

Values

Environment & Locality:

Equality & Diversity:

Expression & Confidence: performance

End Outcomes and assessment

- I can play securely with good levels of accuracy.
- I can rehearse and perform some or all parts in the context of the unit song.
- I can play with accuracy as part of an ensemble, keeping a steady beat.
- I can follow musical direction as part of an ensemble or as a soloist.
- I can use instruments respectfully and treat them with care.
- I can demonstrate excellent posture when playing my instrument.
- I understand and can practise in a manner that will benefit my improvement over time.

Year 5

Topic: “Make you feel my love” Singing Charanga Unit

Objectives

- NC 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
- To listen and appraise a pop song
- To recognise the structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending.
- To identify the instruments/voices: Strings, piano, guitar, bass, drums.

Key Vocabulary

Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.

Enrichment Opportunities

Perform the song at an event - strawberry teas

Values

Environment & Locality:
Equality & Diversity:
Expression & Confidence: performance

End Outcomes and assessment

- I join in with singing the song
- I can explain the structure of the song
- I can recognise some instruments from the song

Year 5

Topic: Music Technology Yustudio

Objectives

- NC 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
- To use and understand staff and other musical notations
- To use digital music technology

Key Vocabulary

Pulse/Beat/Groove, Rhythm, syncopation, Pitch, start to recognise major and minor, full scales in different keys, Tempo - fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando) Dynamics and Articulation - fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) Timbre, Texture, Structure (Form) Harmony - static, moving, triads, chord progressions Minims, Semibreves, Semiquavers, Rests, reverb,

Enrichment Opportunities

Values

Environment & Locality:
Equality & Diversity:
Expression & Confidence: performance

End Outcomes and assessment

- I can create a piece of music digitally
- I can appraise another pupil's piece of music constructively
- I can choose an instrument for the SoundBank and Subtrakt tracks, which fits with the 'Spooky Story' style
- I can choose a musical key, considering the 'Spooky Story' style
- I can understand the difference between major and minor sounds and what notes to use
- I can add a note clip and input notes (kick drum, click, percussion)
- I can experiment with the timing and duration of notes
- I can experiment with sound effects eg the level of decay within the reverb feature