





| Year: 5/6<br>PoS: Blues   |  | Topic Question/Title: Singin’ the Blues   |  | Term – Autumn 1  | Curriculum - B  |
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| <u>Prior Knowledge</u>  |  | <u>Key Vocabulary</u><br>Blues<br>12-bar Blues<br>Scale<br>bent notes<br>descending scale   |  | chord<br>bar<br>Blues scale<br>ascending scale<br>improvisation  | <u>Outcome</u><br><br>To improvise with notes from the Blues scales |
| <u>Future Learning</u>  |  | <u>Stimulus</u><br>History of the Blues – Blues Brothers<br><br><u>First hand experiences (enrichment)</u><br>Blues Musician  |  | <u>World of Work</u><br><br>Blues Musician<br>Composer   |   |
| <u>National Curriculum PoS</u>  |  | <u>Key Knowledge</u>  |  | Possible evidence  |   |
| <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul> |  | <p>To understand that a chord is the layering of several pitches played at the same time.<br/>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.<br/>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry<br/>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p>   |  | <p>Vocabulary displayed around the class room to remind with description.<br/>Identifying the key features of the blues<br/>Play a chord on the piano<br/>Play a 12-bar blues<br/>Improvise a piece of blues music</p>   |   |
|   |  | <u>Application of Key Skills</u>  |  | Possible evidence  |   |
|   |  | <u>Strands of Music</u><br>Performance<br>Listening<br>Composing<br>The history of Music<br>Inter-related dimensions of Music<br><br>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.<br>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.<br>Comparing, discussing and evaluating music using detailed musical vocabulary.<br>Improvising coherently within a given style.<br>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.<br>Suggesting and demonstrating improvements to own and others’ work.<br>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.<br>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.<br>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.<br>Using staff notation to record rhythms and melodies. |  | Listen and Appraise activities – work in books identifying vocabulary and language<br>Mind Map<br>Recording of performance in small groups<br>Recordings (Audio) of the children playing melodies/instruments<br>Draw notations/graphic scores in books<br>Recording of conductors<br>Evaluation of pieces |   |

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| <b>Year: 5/6                      Subject: Music</b><br><b>PoS: Body and tuned percussions</b>   |  | <b>Topic Question/Title: Rainforest Rhythms</b> |  | <b>Term – Autumn 2</b> | <b>Curriculum - B</b><br> |
| <b><u>Prior Knowledge</u></b><br><br>Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.   |  |   | <b><u>Key Vocabulary</u></b><br>body percussion<br>Tempo                      rhythm<br>Structure                      texture<br>Contrast                      higher<br>Lower                      compose<br>Loop                      melody   |                        | <b><u>Outcome</u></b><br><br>To build and improve a composition  |
| <b><u>Future Learning</u></b><br><br>Children will progress through to KS3 learning of music in high school.   |  |   | <b><u>Stimulus</u></b><br>Rainforests<br><b><u>First hand experiences (enrichment)</u></b><br>Explore a 3D rainforest  |                        | <b><u>World of Work</u></b><br>Conservationists<br>Instrumentalist   |
| <b><u>National Curriculum PoS</u></b><br><br>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.<br><br>Pupils should be taught to: <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music</li></ul> | <b>Key Knowledge</b>   |   | <b>Possible evidence</b>   |                        |  |
|  | To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.<br>To know that combining different instruments and different rhythms when we compose can create layers of sound we call ‘texture’.<br>To know that a ‘loop’ in music is a repeated melody or rhythm.<br>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.   |   | Vocabulary displayed around the class room to remind with description.<br>Labelling the layers of the rainforest   |                        |  |
|  | <b>Application of Key Skills</b>   |   | <b>Possible evidence</b>   |                        |  |
|  | <b><u>Strands of Music</u></b><br>Performance<br>Listening<br>Composing<br>The history of Music<br>Inter-related dimensions of Music<br><br>Recognising the use and development of motifs in music.<br>Identifying gradual dynamic and tempo changes within a piece of music.<br>Recognising, naming and explaining the effect of the interrelated dimensions of music.<br>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.<br>Using musical vocabulary to discuss the purpose of a piece of music.<br>Using musical vocabulary when discussing improvements to their own and others’ work.<br>Composing a coherent piece of music in a given style with voices, bodies and instruments.<br>Developing melodies using rhythmic variation, transposition, inversion, and looping.<br>Creating a piece of music with at least four different layers and a clear structure.<br>Suggesting improvements to others work, using musical vocabulary.<br>Composing a coherent piece of music in a given style with voices, bodies and instruments.<br>Beginning to improvise musically within a given style. |   | Listen and Appraise activities – work in books identifying vocabulary and language<br>Mind Map<br>Recording of performance in small groups<br>Recordings (Audio) of the children playing melodies/instruments<br>Draw notations/graphic scores in books<br>Recording of conductors<br>Evaluation of pieces |                        |  |
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| Year: 5/6  |  | Subject: Music   |  | Topic Question/Title: We will remember the beat  |  | Term – Spring 1  |   | Curriculum - B  |  |
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| PoS: Songs of World War 2  |  |  |  |  |  |  |   |  |  |
| <u>Prior Knowledge</u><br><br>Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.  |  |  |  | <u>Key Vocabulary</u><br>Music<br>Britain<br>Frontline<br>Contract<br>Higher and lower<br>Melody<br>Graphic score<br>Do Re Mi Fa So La Ti<br>Harmony |  |  | morale<br>troops<br>Vera Lynn<br>tempo<br>diaphragm<br>phrase<br>pitch<br>counter-melody<br>solfa |   | <u>Outcome</u><br>To notate a melody using pitches up to an octave |
| <u>Future Learning</u><br><br>Children will progress through to KS3 learning of music in high school.  |  |  |  | <u>Stimulus</u><br><u>History topic</u><br><u>First Hand Experience</u> (enrichment)<br>?  |  |  | <u>World of Work</u><br>Armed Forces  |   |  |
| <u>National Curriculum PoS</u><br><br>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.<br><br>Pupils should be taught to:<br><br><ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• develop an understanding of the history of music</li></ul> |  | <u>Key Knowledge</u><br><br>To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2.<br>To know that the Solfa syllables represent the pitches in an octave.<br>A ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody.<br>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.   |  |  |  | <u>Possible evidence</u><br><br>Comparisons of songs<br>Contrasting songs and song cards<br>Singing in tune<br>Recordings of singing and melodies<br>Graphic scores<br>Notated scores<br>Recordings of harmonies   |   |   |  |
|  |  | <u>Application of Key Skills</u><br><br><ul style="list-style-type: none"><li>• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li><li>• Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</li><li>• Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li><li>• Identifying the way that features of a song can complement one another to create a coherent overall effect.</li><li>• Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li><li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li><li>• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li><li>• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</li><li>• Performing with accuracy and fluency from graphic and staff notation and from their own notation.</li><li>• Performing by following a conductor’s cues and directions.</li></ul> |  |  |  | <u>Possible evidence</u><br><br>Listen and Appraise activities – work in books identifying vocabulary and language<br>Mind Map<br>Recording of performance in small groups<br>Recordings (Audio) of the children playing melodies/instruments<br>Draw notations/graphic scores in books<br>Recording of conductors<br>Evaluation of pieces<br>Vocabulary walls<br>World war II history links |   |   |  |

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| Year: 5/6      Subject: Music   |  | Topic Question/Title: Film Fanatics   |  | Term - Spring 2   | Curriculum - B |  |
| <b>PoS: Film Music</b>  |  |   |  |   |                |   |
| <b><u>Prior Knowledge</u></b><br><br>Children will understand that music from different parts of the world has different features, can describe timbre, dynamic and textural pieces. They will compose pieces of music with a given style using instruments and voices and create multi-layered pieces of music by combining rhythm and melodies. They will perform with awareness and accuracy in group performances.  |  | <b><u>Key Vocabulary</u></b><br><br>Accelerando<br>Brass<br>Chords<br>Clashing<br>Convey<br>Descending<br>Emotion<br>Improvise<br>Interval<br>Melodic<br>Modulate<br>Pitch<br>Solo<br>Symbol<br><br>body percussion<br>characteristics<br>chromatics<br>composition<br>crescendo<br>dynamics<br>imagery<br>interpret<br>major<br>minor<br>orchestral<br>sequence<br>soundtrack<br>timpani   |  | <b><u>Outcome</u></b><br><br>Pupils who are secure will be able to:<br>Identify how different styles of music contribute to the feel of a film.<br>Participate in discussions, sharing their views and justifying their answers.<br>Use the terms ‘major’ and ‘minor’.<br>Identify different instruments to describe how music evokes different emotions.<br>Identify pitch, tempo and dynamics, and use these to explain and justify their answers.<br>Give reasonable and thought-out suggestions for what different graphic scores represent.<br>Use their body, voice and instruments to create sounds to represent a given theme.<br>Create a musical score to represent a composition.<br>Interpret their graphic score and performing their composition appropriately with their group.<br>Create sounds that relate to the scene of a film. |                |   |
| <b><u>Future Learning</u></b><br><br>Children will progress through to KS3 learning of music in high school.  |  | <b><u>Stimulus</u></b><br><br><b>Wallace and Gromit</b><br><br><b><u>First hand experiences (enrichment)</u></b>  |  | <b><u>World of Work</u></b><br><br>Film Musician<br>Film Composer<br>Film Maker   |                |   |
| <b><u>National Curriculum PoS</u></b><br><br>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.<br><br>Pupils should be taught to: <ul style="list-style-type: none"><li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>improvise and compose music for a range of purposes using the interrelated dimensions of music</li><li>listen with attention to detail and recall sounds with increasing aural memory</li><li>use and understand staff and other musical notations</li></ul> |  | <b>Key Knowledge</b><br><br>To know that a film soundtrack includes the background music and any songs in a film.<br>To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat.<br>To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension.<br>To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’. |  | <b>Possible evidence</b><br><br>Comparisons of songs<br>Contrasting songs and song cards<br>Singing in tune<br>Recordings of singing and melodies<br>Graphic scores<br>Notated scores<br>Recordings of harmonies  |                |   |
|   |  | <b>Application of Key Skills</b>  |  | <b>Possible evidence</b>  |                |   |
|   |  | <b>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</b><br><br><b>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</b>  |  | Listen and Appraise activities – work in books identifying vocabulary and language<br>Mind Map<br>Recording of performance in small groups<br>Recordings (Audio) of the children playing melodies/instruments<br>Draw notations/graphic scores in books<br>Recording of conductors<br>Evaluation of pieces  |                |   |

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| <ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music</li> </ul> | <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.<br/>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.<br/>Recording own composition using appropriate forms of notation and/or technology.</p> <p>Constructively critique their own and others’ work, using musical vocabulary.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> | <p>Vocabulary walls</p> <p>World war II history links</p> |
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| Year:<br>PoS:                  | Subject: | Topic Question/Title:   | Term -  | Curriculum -      |  |
|--------------------------------|----------|---|---|-------------------|---|
| <u>Prior Knowledge</u>         |          |   | <u>Key Vocabulary</u>   |                   | <u>Outcome</u>  |
| <u>Future Learning</u>         |          |   | <u>Stimulus</u><br><br><u>First hand experiences (enrichment)</u> |                   | <u>World of Work</u>  |
| <u>National Curriculum PoS</u> |          | Key Knowledge   |   | Possible evidence |   |
| <u>Concepts (if needed)</u>    |          |   |   |                   |   |
|                                |          | Application of Key Skills                                       |   | Possible evidence |   |
|                                |          |   |   |                   |   |
|                                |          | Subject Specific or not applicable – change as needed or delete |   | Possible evidence |   |

