

Music Curriculum 2023/24 – Years 5 & 6

	Autumn 1 & 2
Topic	Africa – Banaha, Kusimama Rhythm, pitch, playing instruments, musical notation
Knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • I know musical notation for minims, crotchets, quavers and rests • I know what a bar is and that there are a certain number of beats to each bar in a musical piece • I know time signatures 4/4 and 3/4 • I know that there are variations of pitch used in a musical melody called a scale • I know that the scale forms the context for a piece of music • I know what the instruments ocarina and glockenspiel are, and what they sound like <p>Skills</p> <ul style="list-style-type: none"> • I know how to play an instrument with increasing accuracy, control and expression • I know how to use some standard notation symbols to play • I know how to use minims, crotchets, quavers and rests to compose more complex rhythmic patterns • I know how to begin to use notes on a stave, either treble or bass clef, to compose melodic patterns (DBGA) • I know how to practise my part so that I can give a polished performance • I know how to perform my own musical line (part) as part of an ensemble • I know how to perform my own or other musical pieces by myself and with a group with accuracy and expression
Vocab	Stave, bar line, rhythm, pitch, treble clef, crotchet, quaver, minim, note names, ensemble, time signature, ocarina, glockenspiel, scale



Music Curriculum 2024/25 – Years 5 & 6

	Spring 1 & 2
Topic	Listening and appraising, playing instruments, composing and improvising, performing (China)
Knowledge	<p><u>Listening and appraising</u></p> <ul style="list-style-type: none"> • Know and recognise some music and instruments of China. • Know that timbre is the tone of sound quality of different instruments • Listen with appreciation to a range of high-quality recorded music with an open mind, (Ancient Chinese music and instruments), place it in its historical context and recognise its style indicators and instruments and their sounds. <p><u>Inter-related dimensions of music</u></p> <ul style="list-style-type: none"> • Know what a pentatonic scale is • Know which notes make up the pentatonic scale and be able to play a simple tune on a tuned instrument (glockenspiel) based on this scale. • Know the note names A-G and note values crotchet, minim, quaver <p><u>Playing Instruments/performing</u></p> <ul style="list-style-type: none"> • Know how to play notes on an instrument (glockenspiel) by reading non-standard and standard notation • Be able to play an instrument with increasing control • Know that I need to listen and watch for instructions from the conductor to start playing together • Know how to play in an ensemble, stopping and starting at the correct time using rests notation, and know how important everyone's part is • Know I need to practise my part so I can give a polished performance • Know how important positive feedback is and know I can learn from the comments of others <p><u>Composition/Improvisation</u></p> <ul style="list-style-type: none"> • Know how to improvise a pentatonic tune to a given rhythm • Know how to compose a melody together as a class/individually based on the pentatonic scale using non and standard notation
Vocab	scale, pentatonic scale, glockenspiel, timbre, note names A-G, notation, tune, melody, conductor, ensemble, practise, performance



Music Curriculum 2024/25 – Years 5 & 6

	Summer 1 & 2
Topic	Listening and appraising, singing, performing, playing instruments (The Sea - Shanties)
Knowledge	<p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> • Know and identify and explain the interrelated dimensions of music used in the piece pulse, rhythm, pitch, dynamics, tempo, timbre, texture • Know and identify in musical terms some similarities and differences in pieces of music of different styles, and historical times • <i>Know that music evokes feelings and describe confidently feelings and emotions that are linked to music</i> • Know that composers choose a particular sound/instruments/arrangements/devices for their music, explain why they chose them and use musical language to describe these choices • Know how to confidently sing songs involving echoes/ call and response <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know what a call and response song is • Know what a capella means • Know that I can convey the mood and the feel of the music by singing the words clearly, singing with an awareness of dynamics and tempo, and using my voice in different expressive ways • Demonstrate some warm up exercises/songs and say why they are good for my voice • Know that there are different genres and sing some songs from a range • Know that there are songs in different styles and know how to describe some features of those styles. • Know how to learn and sing a part with accuracy when others are singing different parts or playing instrumental parts • <i>Know how to start to lead a group when singing.</i> <p><u>Performing/playing instruments</u></p> <ul style="list-style-type: none"> • Know that clefs are special signs to show where higher and lower notes are written. The most common are treble and bass clefs • Know notes (middle) C, D E F G A B C on the treble clef • Know notes C, D on bass clef • Know what a drone accompaniment is • Know how important positive feedback is to me as a performer and I can learn from others' comments. I can do this for other people too. This way we can encourage each other to be better. • Know every part in an ensemble is important and we need to work together as a team to perform to a high standard. • Know how to maintain a steady beat and play ostinato accompaniments using body percussion, untuned or tuned instruments • Know that there is a pulse in every piece of music, begin to find the pulse of some music and express this with body movement or by playing an instrument. • Know that rests are silent beats, and know when to start and stop playing by following the rests • Know that I need to practise my part so that I can give a polished performance • Know how to perform my own musical line (part) as part of an ensemble <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Know that the pulse is the regular 'beat' of music and that it is a constant but that it can be at different speeds. • Know what a bar is and that there are a certain number of beats to each bar in a musical piece • Know that rhythm is short and long sounds that happen over the pulse • Know that there are variations of pitch used in a musical melody called a scale
Vocab	sea shanty, work songs, call and response, rhythm, pulse, beat, a capella, drone accompaniment, bass clef, notes, minor scale, tones, semitones, rests, bar/bar line, time signature 4/4, 6/8

