

## Year 5 Curriculum subject plan

### Music

YEAR 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay
<b>Component knowledge and skills</b>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?            To know the style of the five songs and to name other songs from the Units in those styles.            To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <ul style="list-style-type: none"> <li>● The lyrics: what the songs are about</li> <li>● Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>● Name some of the instruments they heard in the songs</li> </ul> <p>The historical context of the songs. What else was going on at this time?            To identify and move to the pulse with ease.            To think about the message of songs.            To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.            Listen carefully and respectfully to other people's thoughts about the music.            When you talk try to use musical words.            To talk about the musical dimensions working together in the Unit songs.            Talk about the music and how it makes you feel.            Know and be able to talk about:            How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song            How to keep the internal pulse            Musical Leadership: creating musical ideas for the group to copy or respond to            To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.            To choose a song and be able to talk about:            Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping            To know what the song is about and the meaning of the lyrics            To know and explain the importance of warming up your voice            To sing in unison and to sing backing vocals.            To enjoy exploring singing solo. To listen to the group when singing.            To demonstrate a good singing posture.            To follow a leader when singing.</p>					

To experience rapping and solo singing.  
To listen to each other and be aware of how you fit into the group.  
To sing with awareness of being 'in tune'.  
To know and be able to talk about:  
Different ways of writing music down – e.g. staff notation, symbols  
The notes C, D, E, F, G, A, B + C on the treble stave  
The instruments they might play or be played in a band or orchestra or by their friends  
Play a musical instrument with the correct technique within the context of the Unit song.  
Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  
To rehearse and perform their part within the context of the Unit song.  
To listen to and follow musical instructions from a leader.  
To lead a rehearsal session.  
To know and be able to talk about improvisation: To know three well-known improvising musicians  
To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.  
A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  
Notation: recognise the connection between sound and symbol  
Create simple melodies using up to five 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 notation).  
To know and be able to talk about: Performing is sharing music with other people, an audience  
A performance doesn't have to be a drama! It can be to one person or to each other  
Everything that will be performed must be planned and learned  
You must sing or rap the words clearly and play with confidence  
A performance can be a special occasion and involve an audience including of people you don't know  
It is planned and different for each occasion  
A performance involves communicating ideas, thoughts and feelings about the song/music  
To choose what to perform and create a programme.  
To communicate the meaning of the words and clearly articulate them.  
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...?"

