

YEAR 5 – Term 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	Use tuned and untuned instruments to perform and choose sounds to represent different things.	Perform simple patterns and accompaniments keeping a steady pulse/beat .	Play clear notes on tuned instruments and use different elements in composition . (rhythm, pulse, pitch, tempo). Play untuned instruments with a steady rhythm . Sing in tune with expression and control . Perform actions in time with a song. Play and perform in solo and ensemble contexts.	Sing songs from memory with accurate pitch . Copy short melodic phrases on a tuned instrument. Sing in different time signatures .	Maintain own part whilst others are performing their part. Play melodies on tuned percussion.	Sing in harmony confidently and accurately Perform parts from memory Take the lead in a performance. Perform using notation . Perform in an ensemble .
Composing	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Make a sequence of sounds and respond to different moods in music. Show sounds by using pictures (graphic notation) .	Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an effect . Use symbols to represent sounds.	Combine different sounds to create a specific mood or feeling. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose melodies and songs .	Use notation to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation).	Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose a short ternary piece (3 elements).	Use a variety of different devices in composition (including melody, rhythms and chords) Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). Compose a melodic phrase using the pentatonic scale .
Listening		Listen for elements of music, such as, pulse/beat, rhythm and pitch . Identify changes in sounds, such as rhythm and pitch . Recognise repeated patterns .	Make connections between notations and musical sounds . Listen for elements of music, such as, pulse/beat, rhythm and pitch .	Identify repetition, contrasts and variations.	Explain why silence is often needed in music and explain what effect it has. Identify major and minor chords. Identify the stories, origins, traditions, history and social context of the music they are listening to.	Repeat a phrase from the music after listening intently.	Identify a variety of pieces of music and their characteristics.
Using and Understanding		Make different sounds with voice and instruments . Follow instructions about when to play and sing . Sing familiar songs in high and low voices. Copy sounds at the same pitch Clap and repeat short rhythmic and melodic patterns .	Sing or clap increasing and decreasing tempo . Sing following a melody at a given pitch . Play simple rhythmic patterns on tuned and untuned instruments .	Create repeated patterns with different instruments. Move to a steady beat , changing with the tempo of the music. Use and understand staff and other musical notations . Improve work; explaining how it has been improved.	Use notation to record and interpret sequences of pitches	Use a music diary to record aspects of the composition process . Suggest improvements to their own or others work. Use notation to record groups of pitches (chords) . Recognise and use basic structural forms, such as rounds, variation, rondo form .	Analyse features within different pieces of music. Refine and improve their own work. Recognise different forms of notation serve different purposes and use appropriately.
Appreciating		Say whether they like or dislike a piece of music and how it makes them feel.	Say whether they like or dislike a piece of music and how it makes them feel.	Use musical words to describe a piece of music and compositions . Use musical words to describe what they like and do not like about a piece of music.	Identify and describe the different purposes of music	Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful.	Evaluate how the venue, occasion and purpose affects the way a piece of music is created
History of Music	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific: Being Imaginative and Expressive ELG Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Past and Present ELG</p>			Recognise the work of at least one famous composer .	Begin to identify the style of work of Beethoven, Mozart and Elgar	Contrast the work of a famous composer with another and explain preferences	Compare and contrast the impact that different composers from different times have had on people of that time

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.						
Understand the past through settings, characters and events encountered in books read in class and storytelling.						

GETTING STARTED WITH MUSIC TECH COMPOSITES

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
compose music for a range of purposes using the inter-related dimensions of music

COMPONENTS

	1	2	3	End Point
	Can I sing as part of a group?	Can I perform using my voice and the glockenspiel?	Can I compose and play a tune?	Children will be able to perform using their voice and a tuned percussion instrument. Children will be able to compose and play a tune.
CONCEPTS Link to concept map	Technique	Technique	Technique	Children will be able to maintain their own part and repeat phrases from the music.
	Expression	Expression		Children will be able to play music with their own personal responses.
			Composition	Children will be able to compose music which meets specific criteria, choose the most appropriate tempo and use a music diary to record the composition process.
	Critical Thinking			Children will be able to explain why they think music is successful or unsuccessful and suggest improvements to their own and others work.
SKILLS	Maintain own part whilst others are performing their part. Repeat a phrase from the music after listening intently.	Maintain own part whilst others are performing their part. Play melodies on tuned percussion. Repeat a phrase from the music after listening intently.	Compose music which meets specific criteria. Choose the most appropriate tempo for a piece of music. Explain why they think music is successful or unsuccessful. Use a music diary to record aspects of the composition process. Suggest improvements to their own or others work.	Children will be able to: <ul style="list-style-type: none"> • Maintain their own part whilst others are performing their part • Repeat a phrase from the music after listening intently • Play melodies on tuned percussions • Compose music which meets specific criteria • Choose the most appropriate tempo for a piece of music • Explain why they think music is successful or unsuccessful. • Use a music diary to record aspects of the composition process. • Suggest improvement to their own or others work.
KNOWLEDGE	Using listening skills to check that a note is being performed at the correct pitch	Listening to a rhythm or melody and playing or singing the same pattern back without written music. Play music in 4/4 time	Grouping a series of notes or rhythm patterns into a section of music.	Children will be able to check that a note is being performed at the correct pitch. Children will be able to listen to a rhythm or melody and play/sing the same pattern back. Children will be able to group a series of notes/rhythm patterns into a sections of music.
LESSON LINK				
PROGRESSIVE VOCABULARY	phrase	melodies tuned percussion phrase	tempo composition process	Articulate and recognise subject specific vocabulary

CURRICULUM EXPERIENCES			Music Technology – Creating music using computers/apps	
END POINT	Children will be able to sing as part of a group, maintaining their own part whilst others are performing their part.	Children will be able to perform using their voice and tuned percussion.	Children will be able to compose and play a tune which meets specific criteria and evaluate their composition.	

