

# Pudsey Bolton Royd Primary School Music Long-Term Plan

## Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>
<b>Enquiry Questions</b>		
How does music bring us together?	How does music connect us with our past?	How does music improve our world?
<b>Outcomes</b>		
<p>Following a steady beat and staying 'in time'.</p> <ul style="list-style-type: none"> <li>• Becoming more skilled in improvising; perhaps trying more notes and rhythms.</li> <li>• Becoming more skilled in improvising; perhaps trying to use melodic jumps that might get higher and lower.</li> <li>• Exploring rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</li> <li>• Including rests or silent beats.</li> <li>• Using some loud and quiet dynamics.</li> <li>• Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</li> <li>• Including smooth (legato) and detached (staccato) articulation when playing notes.</li> <li>• Improvising over a simple groove, responding to the beat and creating a satisfying melodic shape.</li> </ul> <p>Theory Quiz</p>	<p>Listen and Respond – Glassworks: 1. Opening Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 2 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>• Identify and describe feelings as they relate to music.</li> <li>• Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <p>Theory Quiz</p>	<p>Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> <li>• Understand and make connections between the music encountered and the Social Theme.</li> <li>• Understand and apply learning from the Musical Spotlight.</li> <li>• Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.</li> </ul> <p>Theory Quiz</p>
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
<p>In this unit, the Musical Spotlight is 'Getting Started with Music Technology'. You will continue to learn about all the Foundational Elements of Music with a focus on music technology, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Bring Us Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity, diplomacy and other topics as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is 'Emotions and Musical Styles'. You will continue to learn about all the Foundational Elements of Music with a focus on emotions and how they relate to musical styles, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Connect Us with Our Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV, communication and other topics as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is 'Exploring Key and Time Signatures'. You will continue to learn about all the Foundational Elements of Music with a focus on key signatures and time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings, emotions and other topics as you, the teacher, see fit.</p>

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Knowledge and/or Skills Covered		
<p>Improvise</p> <p>Explore improvisation within a major scale, using the notes: C, D, E<sub>b</sub>, F, G</p> <p>C, D, E, F, G</p> <p>C, D, E, G, A</p> <p>F, G, A, B<sub>b</sub>, C</p> <p>D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Listen and respond</p> <p>Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Performing</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p>
National Curriculum Attainment Targets		
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Develop an understanding of the history of music.</p>
Important Vocabulary		
<p>Dynamics, Fortissimo, Pianissimo, Mezzo forte, Mezzo piano.</p>	<p>20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary</p>	<p>Unison, Parts, On pitch, Phrasing, Parts, dynamics.</p>

# **Pudsey Bolton Royd Primary School Music Long-Term Plan**

## **Year 5**

	Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	
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# Pudsey Bolton Royd Primary School Music Long-Term Plan

## Year 5

<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Enquiry Questions</b>		
How does music teach us about our community?	How does music shape our way of life?	
<b>Outcomes</b>		
<p>Playing Instruments as Part of the Performance Revisit the playing activity connected to the song you are preparing for performance. Work through the Play Your Instruments with the Song activity (Step 6). Play an instrumental part from your chosen song by ear or from standard notation accurately, and in time with the unit song performed. Please use the Musical Progression Guide for specific notes in each song.</p> <p>Playing a part on a tuned instrument by ear or from notation.</p> <ul style="list-style-type: none"> <li>• Playing the right notes with secure rhythms.</li> <li>• Rehearsing and performing their parts within the context of the unit song.</li> <li>• Playing together with everybody while keeping the beat.</li> <li>• Listening to and following musical instructions from a leader.</li> <li>• Treating instruments carefully and with respect.</li> <li>• Playing their instruments with good posture.</li> </ul> <p>Theory Quiz</p>	<p>Listen and Respond – The Lark Ascending Work through the Listen and Respond activity (Step 6) on the screen. Please use the Unit 5 Listen and Respond Guide for specific answers. The children may use their Listen and Respond Worksheets, where they can record their comments, responses and answers, whether written or drawn. In addition/alternatively, you can record their responses in a separate document</p> <ul style="list-style-type: none"> <li>• Identifying and describing their feelings when hearing the music.</li> <li>• Talking about why they like or don't like the music, and sharing their thoughts and feelings about it (with each other).</li> <li>• Talking about the key instruments they hear.</li> <li>• Using the musical language on the 'Respond' and 'Extended Listening' tabs to discuss what they hear.</li> <li>• Using appropriate musical language (with confidence) to describe and discuss the music.</li> <li>• Recognising that some instruments are band instruments and some are orchestral instruments.</li> <li>• Using the 'Understand' tab; thinking about where the music fits into the world.</li> <li>• Using the 'Understand' tab; thinking about and discussing why the song or piece of music was written.</li> <li>• Discussing when and where they listen to, sing or play music with their friends and family or with other people.</li> <li>• Discussing the style of the music and any other music they have heard that is similar.</li> <li>• Suggesting any other music they have heard that is similar.</li> <li>• Talking about what the song or piece of music might mean.</li> <li>• Discussing the composer and why/when they composed this piece of music.</li> </ul> <p>Theory Quiz</p>	
<b>Linked Texts</b>		

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## Year 5

N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
<p>In this unit, the Musical Spotlight is 'Introducing Chords'. You will continue to learn about all the Foundational Elements of Music with a focus on chords, while working implicitly with all of the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building, sport and other topics, as you, the teacher, see fit.</p>	<p>In this unit, the Musical Spotlight is 'Words, Meaning and Expression'. You will continue to learn about all the Foundational Elements of Music with a focus on expression of musical meaning through words, while working implicitly with all the other elements of music as you go through the steps of the unit.</p> <p>In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of Music Is a Friend, Guide and Support. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship and other topics as you, the teacher, see fit.</p>	
<b>Knowledge and/or Skills Covered</b>		
<p><b>Performing</b></p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range.</p> <p>This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p>Listen and respond</p> <p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to Musical Elements.</p> <p>Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song or piece of music.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p>	

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## Year 5

	Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	
<b>National Curriculum Attainment Targets</b>		
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	
<b>Important Vocabulary</b>		
Melody, Tuned percussion, Staff notation, Stave, Middle C	: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.	