



Subject Map Year 5 - Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain a strong sense of pulse and recognise when going out of time. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Singing, playing and performing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a 	<p>Unit Name: Exploring and composing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes. • Make improvements to my own work, giving reasons using 	<p>Unit Name: Transcribing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. • Follow notated rhythms and melody lines as an aid to performance. • Identify different metres (2 3 4) with increasing confidence. • Combine layers of sound using Music Technology software. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. <p>Precise knowledge to be learned (include locality links here):</p>	<p>Unit Name: Describing</p> <p>NC links/coverage: Objectives:</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline. <p>Precise knowledge to be learned (include locality links here):</p>



<p>Prior Learning:</p> <ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Choose and maintain an appropriate pulse. • Maintain a simple melody, vocally or on an instrument, keeping to the pulse. <p>Suitable Visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>musician and as an audience member.</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Maintain an ostinato part (repeating rhythm), keeping to the pulse. • Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, 	<p>appropriate musical vocabulary.</p> <p>Precise knowledge to be learned (include locality links here):</p> <p>Prior Learning:</p> <ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Create simple rhythmic patterns, melodies and accompaniments. • Compose and perform within given structures e.g. ABA, rondo, call and response. • Make improvements to own work, giving reasons for changes made. 	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Experience staff notation and begin to understand how pitch is represented on a staff. • Explore and develop using Music Technology to capture, change and combine sounds. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.) • Recognise how pitch changes can be used to convey a character or theme. • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when listening to a piece of live or recorded music. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. <p>Suitable visits/Visitors/Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link:</p> <p>Experiencing music from different traditions. Developing an appreciation of great composers and musicians regardless of whether their</p>
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<p>Christian Value/SMSC link: Sense of self-control. Playing a small part within a performance which only works when everyone plays their part.</p>	<p>fluency, control and expression.</p> <p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts: Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Learning the correct behaviour for a situation. Striving for excellence and improving own performance skills.</p>	<p>Suitable visits/Visitors/ Experiences:</p> <p>Suitable texts:</p> <p>Suitable resources:</p> <p>National/Global Links:</p> <p>Christian Value/SMSC link: Developing own creative skills whilst working within given parameters. Developing evaluation skills and making improvements to work.</p>	<p>Christian Value/SMSC link: Use of technology to increase range of possibilities. To become part of the world of music by starting to read written music.</p>	<p>Christian Value/SMSC link: Develop listening skills by listening to something several times and hearing more each time. Feel and discuss the mood or effect created by a piece of music.</p>	<p>music appeals to you.</p>
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