

## CURRICULUM MAP (Long term plan)

SUBJECT : Music

YEAR GROUP : 5

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<p><b>Singing</b></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.</p> <p>Use vocabulary to describe music.</p>	<p><b>Rhythm and body percussion.</b></p> <p>Listen and appraise music with attention to detail and begin describing the musical elements.</p> <p>Develop an understanding of the history of music across a variety of cultures and historical eras (with a specific focus on the great composer Grazytna due to WW2 curriculum).</p> <p>Record compositions as graphic scores or in note form.</p> <p><b>Glockenspiel composition</b></p> <p>Compose and perform a short fanfare piece of music.</p> <p>Apply the musical elements of dynamics to a composition.</p> <p>Begin recording compositions using note names.</p>	<p><b>Instrumental performance - Keyboards</b></p> <p>Listen and appraise music with attention to detail and continue describing the musical elements.</p> <p>Play and perform in a solo context, playing the keyboard with increasing accuracy, fluency, control and expression.</p> <p>Begin to use and understand staff (treble clef) and other musical notations.</p>
<b>Disciplinary knowledge - what skills are practised?</b>	<ul style="list-style-type: none"> <li>- Learn the types of instruments and what families they are in.</li> <li>- Learn the different voices and what they are called and sound like.</li> </ul>	<p><b>Rhythm and body percussion.</b></p> <ul style="list-style-type: none"> <li>- Recall facts about the female composer Grazyana Bacewicz and understand the relation to WW2.</li> <li>- Understand the notation of a quaver, crotchet and rest.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise notes on a stave using rhymes.</li> <li>- Have a go at drawing notes on a stave.</li> <li>- Locate notes C-G on the Keyboard.</li> <li>- Play melodies on the keyboard in fixed hand positions.</li> </ul>

	<ul style="list-style-type: none"> <li>- performing in unison and practising call and response.</li> <li>- Sing in a 2-4 part round.</li> <li>- Listen and appraise music using appropriate vocabulary (including starting to use musical vocabulary for dynamics).</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to use morse code in relation to musical notation.</li> <li>- Basic uses of graphic scores.</li> <li>- Listen and appraise music using appropriate vocabulary (including starting to use musical vocabulary for dynamics).</li> </ul> <p><b>Glockenspiel composition</b></p> <ul style="list-style-type: none"> <li>- Use notation to create simple rhythms.</li> <li>- Show pitch on a single line staff when writing a composition.</li> <li>- What is a pentatonic scale?</li> <li>- Create call and response compositions on the glockenspiels.</li> <li>- Discuss ternary form and learn how to use it.</li> <li>- Add dynamics to their own composition.</li> </ul>	<ul style="list-style-type: none"> <li>- Play melodies following letter names.</li> <li>- Begin recognising the relationship between notes on a staff and notes on the keyboard.</li> <li>- Use the correct fingering in a fixed hand position.</li> <li>- Begin playing melodies with both hands.</li> </ul>
<b>Key questions</b> (What is the learning about?)	Can I sing in unison and in a round with other people in my class? Can I understand key vocabulary related to the musical elements?	Can I clap a rhythm using the correct notation? Can I compose a short fanfare on the glockenspiel in ternary form?	Can I perform a piece of music on the keyboard? Can I use the correct fingering on the keyboard?
<b>Assessment</b>	EOT - Listening assessment and performance assessment. Live marking/ verbal feedback throughout every lesson.	EOT -perform and listening assessment. Live marking/ verbal feedback throughout every lesson.	EOT -performing assessment. Live marking/ verbal feedback throughout every lesson.
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	Key vocabulary and the spelling of these words.	Key vocabulary and the spelling of these words.	Key vocabulary and the spelling of these words.
<b>Cross Curricular Opportunities</b>		Maths - notes in a 4 beat bar (duration) linked to fractions. History - WW2 morse code - life for composers in WW2 time.	



<p><b>SMSC / Character/Careers/Cultural Capital</b> (personal development)</p>	<p><b>Social</b> - Students have opportunities to work independently in Music lessons, developing their resilience and independence. Collaborative working on creating compositions encourages students to take responsibility for their own learning outcomes. In most lessons, classroom discussions are used to appraise music which builds a sense of unity within the class.</p> <p><b>Spiritual</b> - When listening to music we encourage pupils to express their feelings verbally with respect. Through studying music, students will explore how music has the power to influence and change behaviours, opinions and actions. Students explore and develop their own interests in music through a variety of personal tastes and learn to compose in these styles allowing students to explore their personal tastes further.</p> <p><b>Moral</b> - Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Following this, we encourage pupils to critically reflect on their own and others' ideas, when presenting their work using fair and objective assessment criteria. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. They also learn to show empathy when listening to different styles of music and respect each other's opinions.</p> <p><b>Cultural</b> - Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and focus on Composers to more contemporary musical styles and how these are created. The musical examples used also encourage a respect and deep appreciation for cultures around the world and historical periods. We ask students to create their own music incorporating different musical influences.</p> <p><b>Careers</b> - Students are exposed to how careers may be developed in Music and Music Technology which may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.</p>
<p><b>Equality and Diversity</b></p>	<p>Over the year, students are exposed to a broad variety of music from different cultures across the world and encourage them to use these influences in their own practice. We incorporate music from composers who come from all over the world, for example: Bacewicz ; as well as more contemporary composers and artists like .</p>
<p><b>Super Curriculum</b> (personal development)</p>	<p>Young Voices Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class.</p>