

CURRICULUM MAP (Long term plan)
SUBJECT : Music
YEAR GROUP : 5

	Cycle 1 Autumn	Cycle 2 Spring	Cycle 3 Summer
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	Singing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds. Use vocabulary to describe music.	Rhythm and body percussion. Listen and appraise music with attention to detail and begin describing the musical elements. Develop an understanding of the history of music across a variety of cultures and historical eras (with a specific focus on the great composer Grażyna due to WW2 curriculum). Record compositions as graphic scores or in note form. Glockenspiel composition Compose and perform a short fanfare piece of music. Apply the musical elements of dynamics to a composition.	Instrumental performance - Keyboards Listen and appraise music with attention to detail and continue describing the musical elements. Play and perform in a solo context, playing the keyboard with increasing accuracy, fluency, control and expression. Begin to use and understand staff (treble clef) and other musical notations.

		<p>Begin recording compositions using note names.</p>	
<p>Disciplinary knowledge - what skills are practised?</p>	<ul style="list-style-type: none"> - Learn the types of instruments and what families they are in. - Learn the different voices and what they are called and sound like. - performing in unison and practising call and response. - Sing in a 2-4 part round. - Listen and appraise music using appropriate vocabulary (including starting to use musical vocabulary for dynamics). 	<p>Rhythm and body percussion.</p> <ul style="list-style-type: none"> - Recall facts about the female composer Grazyna Bacewicz and understand the relation to WW2. - Understand the notation of a quaver, crotchet and rest. - Learn to use morse code in relation to musical notation. - Basic uses of graphic scores. - Listen and appraise music using appropriate vocabulary (including starting to use musical vocabulary for dynamics). <p>Glockenspiel composition</p> <ul style="list-style-type: none"> - Use notation to create simple rhythms. - Show pitch on a single line stave when writing a composition. - What is a pentatonic scale? - Create call and response compositions on the glockenspiels. - Discuss ternary form and learn how to use it. - Add dynamics to their own composition. 	<ul style="list-style-type: none"> - Recognise notes on a stave using rhymes. - Have a go at drawing notes on a stave. - Locate notes C-G on the Keyboard. - Play melodies on the keyboard in fixed hand positions. - Play melodies following letter names. - Begin recognising the relationship between notes on a stave and notes on the keyboard. - Use the correct fingering in a fixed hand position. - Begin playing melodies with both hands.



Key questions (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?
Assessment	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.
Literacy (L), Numeracy (N), Oracy (O) opportunities	Key vocabulary and the spelling of these words.	Key vocabulary and the spelling of these words.	Key vocabulary and the spelling of these words.
Cross Curricular Opportunities		Maths - notes in a 4 beat bar (duration) linked to fractions. History - WW2 morse code - life for composers in WW2 time.	
Super Curriculum (personal development)	Young Voices Peripatetic music lessons (piano, drums, guitar and strings). Opportunity to perform in an assembly or class.		

Careers	HT 1 HT 2	HT1 HT2	HT1 HT2
Equality and Diversity Gender Disability Religion Race Sexuality	HT1 https://www.youtube.com/watch?v=CP1_JQ1VPnw	HT1 https://www.youtube.com/watch?v=_ltjAWEfeGE HT2 https://www.youtube.com/watch?v=3bA2V0jZMo4&pp=ygUcYmVldGhvdmVuIGRIYWYgY29tcG9zaXRpb25zIA%3D%3D	HT1 https://www.youtube.com/watch?v=ySQ8cA4a-f8&pp=ygUrZmFtYW91cyBwaWFuaXN0IGZvcu0gZXRobmljIG1pbm9yaXR5IGdyb3Vvcw%3D%3D HT2 https://www.youtube.com/shorts/rkeYzYe21LQ?feature=share



Local Community Links			
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<u>Individual liberty</u> Students are given opportunities to express their individuality when composing by showcasing their own imagination and creativity. Students are given opportunities to explore how composers have expressed their individual liberty through their music. When performing, students are taught that resilience is key to the subject and must have a positive mindset. <u>Mutual respect</u> Students show respect for one another when performing as we expect all students to act like a polite audience and give feedback to each other in a respectful way. Students respect the music of other countries and cultures that they are exposed to. Students are encouraged to identify similarities and differences in the musical tastes of the classroom. <u>Democracy</u> Students often perform and compose in groups so it is important that all students are able to voice their opinions and ideas. In extra-curricular ensembles, students are encouraged to suggest repertoire.		