



# St Mary's Catholic Junior School

## Year 5

### Music Long Term Planner



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Livin' on a prayer	Glockenspiels Stage 1	Make you feel my love	The Fresh Prince of Bel Air Easter Production Songs	Dancing in the street	Reflect, Rewind and Replay

Listen and Appraise	Musical Activities: Games and singing	Musical Activities: Playing instruments	Musical Activities: Improvisation	Musical Activities: Composition	Performance
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>To choose two or three other songs and be able to talk about:</li> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Know and be able to talk about:</li> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to.</li> <li>To know and confidently sing five songs and their parts from memory,</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>The instruments they might play or be played in a band or orchestra or by their friends.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about improvisation:</li> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given,</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>

<ul style="list-style-type: none"> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li>The historical context of the songs. What else was going on at this time?</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>When you talk try to use musical words.</li> <li>To talk about the musical dimensions</li> </ul>	<p>and to sing them with a strong internal pulse.</p> <ul style="list-style-type: none"> <li>To choose a song and be able to talk about:</li> <li>Its main features</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>To know what the song is about and the meaning of the lyrics</li> <li>To know and explain the importance of warming up your voice</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> </ul> <p>To sing with awareness of being 'in tune'.</p>	<ul style="list-style-type: none"> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul> <p>To lead a rehearsal session.</p>	<p>you cannot make a mistake</p> <ul style="list-style-type: none"> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians.</li> </ul> <p><u>Skills:</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>
--	---	--	--	---	---

working together in the Unit songs. Talk about the music and how it makes you feel.					
--	--	--	--	--	--

CURRICULUM ENTITLEMENT			
	Key Skills and Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
<b>Livin’ On A Prayer</b>	<p>Identify the piece’s structure: Introduction, verse, chorus.</p> <p>Identify the instruments/voices: Male/female voices, bass, drums, guitar, keyboard, synthesizer.</p> <p>Find the pulse whilst listening.</p> <p>Rhythm and Pitch Copy Back, and Question and Answer.</p> <p>Bronze Challenge: G. Silver Challenge: G + A and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time as part of the performance.</p>	<p>Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.</p>	<ul style="list-style-type: none"> <li>• Can I identify a piece’s structure?</li> <li>• Can I identify instruments and voices?</li> <li>• Can I find the pulse while listening?</li> <li>• Can I sing in unison?</li> <li>• Can I take part in a performance?</li> <li>• Can I improvise?</li> <li>• Can I compose a simple melody using simple rhythms?</li> </ul>

	<p>The easy part G, A + B by ear.</p> <p>Improvise in the lessons and as part of the performance. Bronze Challenge: G. Silver Challenge: G + A.</p> <p>Compose a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B.</p>		
<b>Glockenspiels Stage One</b>	<p>Learn to play and read the notes C, D, E + F.</p> <p>Improvise with C and D.</p> <p>Compose using C, D, E and F.</p>	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody.</p>	<ul style="list-style-type: none"> <li>• Can I play and read notes?</li> <li>• Can I improvise using select notes?</li> <li>• Can I compose and perform?</li> </ul>
<b>Make You Feel My Love</b>	<p>Identify the piece's structure.</p> <p>Identify the instruments/voices.</p> <p>Find the pulse.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: C. Silver Challenge: C and D and reading notes.</p> <p>Singing in unison.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p>	<p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<ul style="list-style-type: none"> <li>• Can I identify a piece's structure?</li> <li>• Can I identify instruments and voices?</li> <li>• Can I find the pulse while listening?</li> <li>• Can I play/sing in time?</li> <li>• Can I use notes G and A?</li> <li>• Can I take part in a performance?</li> <li>• Can I improvise using C and D?</li> <li>• Can I compose a piece using C, D and E?</li> </ul>

	<p>The easy part: C, D and E by ear.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: C. Silver Challenge: C and D.</p> <p>Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: C, D + E.</p>		
<p><b>Fresh Prince of Bel Air</b></p>	<p>Identify the structure.</p> <p>Identify the instruments/voices.</p> <p>Find the pulse whilst listening.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: D. Silver Challenge: D and E and reading notes.</p> <p>Singing/rapping.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p> <p>The easy part: D and A by ear.</p> <p>The medium part: G and by ear.</p> <p>Improvise in the lessons and as part of the performance.</p>	<p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure,</p>	<ul style="list-style-type: none"> <li>• Can I identify the structure of a song?</li> <li>• Can I identify instruments and/or voices in a piece of music?</li> <li>• Can I find the pulse?</li> <li>• Can I explain how a song tells a story?</li> <li>• Can I rap?</li> <li>• Can I play notes D and A by ear?</li> <li>• Can I compose using notes D, E and F?</li> </ul>

	<p>Bronze Challenge: D. Silver Challenge: D and E.</p> <p>Compose a melody using D, E and F.</p> <p>Contribute to a performance.</p>		
<p><b>Dancing In The Street</b></p>	<p>Find the pulse while listening.</p> <p>Identify the instruments/voices you can hear: Keyboard, drums, bass, a female singer.</p> <p>Explain how the words of the song tell a story.</p> <p>Copy back, play, invent rhythmic and melodic patterns.</p> <p>Bronze Challenge: F. Silver Challenge: F and G and reading notes.</p> <p>Singing in 2 parts.</p> <p>Play instrumental parts accurately and in time, as part of the performance.</p> <p>The easy part: G by ear. The medium part: G and A by ear.</p> <p>Improvise in the lessons and as part of the performance.</p> <p>Bronze Challenge: D. Silver Challenge: D and E.</p>	<p>Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<ul style="list-style-type: none"> <li>• Can I identify the structure of a song?</li> <li>• Can I identify instruments and/or voices in a piece of music?</li> <li>• Can I explain how a song tells a story?</li> <li>• Can I find the pulse?</li> <li>• Can I use notes F and G?</li> <li>• Can I read notes F and G?</li> <li>• Can I perform using notes C, D and E?</li> </ul>

	Compose a simple melody using simple rhythms and use as part of the performance using the notes: C, D and E.		
<b>Reflect, Rewind, Replay</b>			