

Wilbury Primary School Music Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Unit of work	Blues	African Drumming	Vivaldi	Inspired by Rivers	Ternary Form
Link to Programme of study	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music 				
Composite knowledge	<p>What is the structure of the 12-bar blues?</p> <p>How can we improvise over the 12-bar blues structure?</p>	<p>How do we perform accurately as part of an ensemble?</p> <p>How do we sing and play an instrument simultaneously?</p>	<p>What are the different written note durations?</p> <p>What is musically interesting about Vivaldi's Four Seasons?</p>	<p>How is ostinato important in music?</p> <p>How can memorising music improve performance?</p>	<p>Why is it important to structure musical compositions?</p> <p>What is ternary form?</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intentional knowledge they need to understand (Component knowledge)</p>	<p>Performance Playing a simple chord progression with accuracy and fluency</p> <p>Composition Improvising coherently within a given style</p> <p>Suggesting and demonstrating improvements to own and others' work</p> <p>Listening Comparing, discussing and evaluating music using detailed musical vocabulary</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Music History To become familiar with 20th century American Blues music</p>	<p>Performance Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Performing with accuracy and fluency from graphic and simple staff notation</p> <p>Listening Comparing, discussing and evaluating music using detailed musical vocabulary</p> <p>Composition Improvising coherently within a given style</p> <p>Music History Becoming familiar with traditional African music</p>	<p>Performance Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology</p> <p>Listening Representing the features of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Composition Combining rhythmic patterns into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Music History Becoming familiar with Baroque orchestral music</p>	<p>Performance Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Playing a simple chord progression with accuracy and fluency</p> <p>Listening Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work</p> <p>Composition Beginning to improvise musically within a given style</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping</p> <p>Music History Becoming familiar with 19th Century orchestral music</p>	<p>Performance Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Listening Representing the features of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Composition Using staff notation to record rhythms and melodies</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence</p>
--	---	--	--	--	--

vocabulary	Blues, 12 bar blues, scale, bent notes, descending and ascending scale, chord, bar, improvisation	Djembe, percussion, ostinato, master drummer, syncopation, cross rhythm, tones, call and response, rhythm breaks, improvise	Vivaldi, baroque, orchestra, programmatic, tempo, dynamics, crescendo, ostinato, composition, minims, crotchets, quavers (ta, ti-ti, t-ah)	A capella, dynamics, listen, tempo, percussion, breathing, harmony, texture, ostinato, layer	Structure, ternary form, pentatonic, score, tempo, dynamics, texture
Links to prior knowledge	Key music style and structure links to Y4 Rock and Roll	Key rhythm links to Y4 Indian Music	Key orchestral links to Y4 Fanfare	Key rhythm pattern links to Y5 Blues and Y4 Rock and Roll	
Key knowledge for assessment	To be able to identify the key features of blues music To be able to play the 12 bar blues pattern accurately on an instrument To be able to improvise over the blues pattern using the correct notes of the blues scale	To be able to perform accurately as part of an ensemble To be able to sing and perform a rhythm on an instrument at the same time	To recognise minims, crotchets and quavers reliably by ear and by sight Join in with performances confidently, in time and tune	To create and perform a piece with a variety of ostinatos Create an ostinato and represent it on paper so it can be memorised	To use ternary form effectively to structure a composition
Cross-curricular links				Links with Geography topic -- Rivers	