**Year 5 Music Curriculum – Autumn Term**

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| **Theme: Pulse** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| * 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 inter-related 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. | **Keyword** | Definition  | **Rhythm** | the pattern of sounds played through time, formed by a series of notes | **PSHE** – **History –** **English** – **Science –**  |
| **Crotchet** | a 1 beat note | **Semibreve** | a 4 beat note |
| **Crotchet rest** | a 1 beat rest | **Standard notation** | notation using symbols to represent and record music derived fromWestern compositions |
| **Graphic notation** | using non- standard symbols to represent written music | **Structure** | how a piece of music is ordered |
| **Minim** | a 2 beat note | **Tempo** | the speed at which a piece of music is played |
| **Paired quavers** | two quavers, half a beat each which together equals 1 beat | **Quaver** | this note value is half of a crotchet |
| **Pulse** | the regular ‘heartbeat’ of a piece, holding the core timing together in a piece ofmusic |  |  |
| **Prior Learning:**Pulse- Year 4 | **Future Learning:**Pulse- Year 6 |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Play confidently, identifying and maintaining a strong sense of pulse
 | * In this lesson, children will experience a range of musical styles, listening to several songs with a varied range of tempos. They will find and play along to the pulse using instruments and be introduced to a new note duration- the semibreve.
 | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
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| 1. Create graphic notation to represent rhythms.
 | * In this lesson, children will look at forms of notation, including graphic notation. They will create their own and share their compositions with others. The children will have an opportunity to perform their peers’ compositions and discuss whether their interpretations were accurate or not.
 | * Capture and record creative ideas using graphic symbols
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| **3.** Independently maintain a part in a group performance. | * In this lesson, children will be put into small groups and given their own individual graphically scored rhythm to play. They will play their part, whilst maintaining a consistent tempo, trying hard to stay together as a group.
 | * Perform to the rest of the class
* Watch and listen carefully to assess and appraise performances
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| **4.**Read and play musical notation to create rhythms. | * In this lesson, children will be put into small groups and given their own individual standardised notation rhythm to play. They will play their part, whilst maintaining a consistent tempo, trying hard to stay together as a group.
 | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
* Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
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| **5.**Help to compose a group performance using either standard or graphic notation. | * In this lesson, children will notate their own rhythm using either graphical or standard notation. In small groups, they will work together to begin, end and stay in time whilst performing their rhythms as a group.
 | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
* Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
* Capture and record creative ideas using any of: graphic symbols, rhythm notation
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| **6.** Perform a composed piece as part of a group | * In this lesson, children will record their performances then watch them back, carrying out peer and self assessment. Children will be encouraged to use a range of the vocabulary they have learnt over the unit when providing thoughtful and relevant feedback.
 | * Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
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| **Themes and links** |
| **Music themes** | **Where these are covered:** | **Links across the Music curriculum** |
| **Pitch** |  |

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| **EYFS** | Understanding the World |
| **1** | Pulse |
| **2** | Pulse |
| **3** | Pulse |
| **4** | Pulse |
| **6** | Pulse |

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| **Dynamics** |  |
| **Tempo** | * Lessons 1, 3, 4 and 5
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| **Composition** | * Lessons 2, 4, 5 and 6
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