

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: Year 5
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
<p>Unit: Glockenspiel 4</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> As part of a group, perform more complex actions to rhymes and songs, including passing drumsticks on the pulse, and performing rhythms and actions according to the phrase. With increasing accuracy, perform one or more parts for a so mi song on the glockenspiel, from either the melody, un-tuned percussion, bass line or simple chord parts. <p>Most children will:</p> <ul style="list-style-type: none"> Confidently play a tonic drone in a minor key on the glockenspiel. <p>Some children will:</p> <ul style="list-style-type: none"> As part of a pair, accurately learn and perform two differing responses to a call in a song featuring full pentatonic scale. 	<p>Unit: Percussion and Rhythm 1</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Learn, clap and play the rhythm pattern 'syncopa' (syncopated - quaver, crotchet, quaver). Use pomp poms on the floor spots to accurately transcribe or read the rhythm of a response phrase in a song. <p>Most children will:</p> <ul style="list-style-type: none"> Step in time to the pulse whilst identifying and clapping the rhythm to a newly learnt song. Sing a song that uses the full pentatonic scale, with confidence, using actions that follow the pitch, along with singing names and hand signs. <p>Some children will:</p> <ul style="list-style-type: none"> Begin to understand the concept of time signatures including compound time, using prior knowledge of rhythm names. 	<p>Unit: Exploring Classical Music 1</p> <p>All children will:</p> <ul style="list-style-type: none"> Learn the rhythm name 'tiki-tiki' (semi-quavers) through singing a known-song and using floor spots and pomp oms. Learn more complex glockenspiel parts, along with un-tuned percussion parts and perform along to a recorded classical piece with some accuracy. <p>Most children will:</p> <ul style="list-style-type: none"> Understand the 'ti-tiki' (quaver, semi-quavers) rhythm through singing a singing game and using pom poms to show the rhythm. Help to transcribe the rhythms of sections of recorded pieces, on the whiteboard using heartbeats or props. <p>Some children will:</p> <ul style="list-style-type: none"> Gain an understanding of the concept of an 'up beat' (anacrusis) through reading rhythm written on hearts on the board and floor spots.

		<ul style="list-style-type: none"> • Demonstrate an understanding of the form of a classical piece, through changing movements and actions on different sections, when listening to a recorded piece.
Spring 2	Summer 1	Summer 2
Unit: Exploring Musical Notation	Unit: Exploring Pop Music 1	Unit: Music Around the World 2
<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Develop a good understanding of the key term 'rhythm names' and build language to discuss and describe this. • Name and sing, using hand signs, the singing names used in a do-re-mi-fa-so song. <p>Most children will:</p> <ul style="list-style-type: none"> • Accurately memorise and recall a four-bar phrase for rhythm flashcards. • Play a more complex rhythm flashcard as a solo, as part of a 4 child cycle of rhythms, featuring the new rhythms 'tiki-tiki' and 'syncopa'. <p>Some children will:</p> <ul style="list-style-type: none"> • Use a defined repeating phrase structure, taken from a known song, to improvise a rhythm piece, in a small 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Play an ensemble part along to a recorded piece of popular music, with increasing accuracy. • Develop knowledge of various pop instruments used in pop music. <p>Most children will:</p> <ul style="list-style-type: none"> • Play a bass line or a dominant pedal along to a popular song, featuring syncopa-a rhythm on the glockenspiel as part of a group. • Play a minor melody (in G minor) featuring la-so-mi on the glockenspiel with accuracy, as a response in a call and response song. <p>Some children will:</p> <ul style="list-style-type: none"> • Sing a song with a melody that is based on the blues scale (including flat 3rd and 	<p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Learn songs from different traditions using actions and group activities. • Experience adding multiple ostinato layers to songs. • Develop their understanding of a so mi do tone-set using a human score. • Be presented with the new rhythm name timki. <p>Most children will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of both simple and complex rhythms using actions and percussion instruments. • Develop an understanding of different musical traditions. <p>Some children will:</p> <ul style="list-style-type: none"> • Hold a singing or instrumental part confidently in a multi-layered ensemble

group, with increased confidence and skill.	7 th degrees), with good tuning and a good sense of rhythm.	piece. <ul style="list-style-type: none">• Be able to describe different musical traditions with accuracy.
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