**Music Overview**

**Cathcart Street Primary School 2023-2024**

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|  | **Autumn** | **Spring** | **Summer** |
| **Music – Year 5** | **Year 5: NC Objectives** | **Year 5: NC Objectives** | **Year 5: NC Objectives** |
| Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music. | Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music. | Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds. Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To begin to develop an understanding of the history of music. |
| **Year 5 Key Learning** | **Year 5 Key Learning** | **Year 5 Key Learning** |
| **Charanga****Livin’ On A Prayer-** Recorder**Classroom Jazz 1-** Recorder **Listen and Appraise*** To use the correct vocabulary when talking about the music**.**

**Sing** * To demonstrate a good singing posture.

**Play & Perform** * To play a musical instrument with the correct technique within the context of the Unit song.

**Improvisation** * To make up your own tunes on the spot.

**Composition** * To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
 | **Charanga****Make You Feel My Love-** Glockenspiel **The Fresh Prince of Bel-Air-** Glockenspiel**Listen and Appraise** * To know the style of the song and to name other songs from the Units in those styles.

**Sing** * To listen to each other and be aware of how you fit into the group.

**Play & Perform** * To communicate the meaning of the words and clearly articulate them.

**Improvisation** * To improvise confidently using different notes.

**Composition** * To explain the keynote or home note and the structure of the melody.
 | **Charanga****Dancing in the street -** Recorder**Reflect, Rewind and Replay****Listen and Appraise** * Listen carefully and respectfully to other people’s thoughts about the music.

**Sing** * To listen to the group when singing.

**Play & Perform** * Play instrumental parts with the song by ear and/or from notation using up to 2 notes

**Improvisation** * To improvise confidently using 3 different notes.

**Composition** * To create a simple melody using simple rhythms choosing from the notes C, D, E, F + G.
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| **Vocabulary** | Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names(crotchet, minim), Big bands, solo | Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, Old-school Hip Hop, Rap, riff, Funk, unison | Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure |
| **Enrichment** |  |  |  |