|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Autumn 1 | SCOPE: Livin’ On A Prayer (Rock anthems) | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Playing:  To select and learn an instrumental part that matches the musical challenge | Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | Composition:  To understand composition | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs you have heard in the  Challenges in your improvisations  To know three well-known improvising musicians | To know that composition is created by you and kept in some way  To know a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  To create simple melodies using up to five different notes. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture,  dynamics, chorus, bridge, riff, hook, improvise, compose | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Autumn 2 | SCOPE: Christmas Performance | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Take from other genres and units dependant on Christmas songs chosen for performance | | | | | | |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Spr 1 | SCOPE: Make You Feel My Love (Pop Ballads) | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Playing:  To select and learn an instrumental part that matches the musical challenge | Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | Composition:  To understand composition | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs you have heard in the  Challenges in your improvisations  To know three well-known improvising musicians | To know that composition is created by you and kept in some way  To know a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  To create simple melodies using up to five different notes. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Spr 2 | SCOPE: The Fresh Prince of Belair (Old School Hip Hop) | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Playing:  To select and learn an instrumental part that matches the musical challenge | Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | Composition:  To understand composition | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs you have heard in the  Challenges in your improvisations  To know three well-known improvising musicians | To know that composition is created by you and kept in some way  To know a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  To create simple melodies using up to five different notes. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** 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 | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Sum 1 | SCOPE: Dancing in the Street (Motown) | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | Listen and Appraise:  To understand the genre of music and discuss 2-5 songs. | Singing:  To know and confidently sing a song and their parts from memory,  and to sing them with a strong internal pulse. | Playing:  To select and learn an instrumental part that matches the musical challenge | Improvisation:  To know and be able to talk about improvisation  To Improvise using instruments in the context of a song to be performed | Composition:  To understand composition | Performance:  To know and be able to talk about performing  To perform in front of an audience | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style, talking about what stands  out musically in each of them, their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the  music.  When you talk try to use musical words.  To talk about the musical dimensions working together in the Unit  songs.  Talk about the music and how it makes you feel. | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo.  To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | To know that if you improvise using the notes you are given, you  cannot make a mistake  To know that you can use some of the riffs you have heard in the  Challenges in your improvisations  To know three well-known improvising musicians | To know that composition is created by you and kept in some way  To know a composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  To create simple melodies using up to five different notes. | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It  would have been even better if...?” |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Pendeen MUSIC SCOPE, CONTENT and SEQUENCING Year A UPPER KEY STAGE 2** | | | | | | | |
| Year Group:  5 | Half term: Sum 2 | SCOPE: Reflect, Rewind, Replay | CONTENT / INTENT: [LINK TO NC Learning OBJECTIVES](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#upper-key-stage-2--years-5-and-6)  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. | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Pupils have begun to sing and play musically with increasing confidence and control. They have begun to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | To reflect upon a genre through listening and appraising, singing, playing, improvising, composing and performing | Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles |
| To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts | To apply knowledge previously learnt  To show my understanding of the genre  To play and perform in solo and ensemble contexts |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Reflect upon previous units of learning. | | | | | | |