



Year 5: Music

Block 1 - Blues

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	<ul style="list-style-type: none"> To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that a chord is the layering of several pitches played at the same time. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions. Representing the features of a piece of music using graphic notation, and colours. Comparing, discussing and evaluating music using detailed musical vocabulary. <p><u>Composing:</u></p> <ul style="list-style-type: none"> Improvising coherently within a given style. Selecting, discussing and refining musical choices. Suggesting and demonstrating improvements to own and others' work. <p><u>Performing</u></p> <ul style="list-style-type: none"> Singing songs in two or more parts. Working as a group to perform a piece of music Combining rhythmic patterns (ostinato) into a multi-layered composition Using staff notation to record rhythms and melodies.

Block 2– South and West Africa

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children learn 'Shosholozza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety	<ul style="list-style-type: none"> To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To understand that human voices have their own individual timbre. To know that poly-rhythms means many rhythms played at once. To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Comparing, discussing and evaluating music. Developing confidence in using detailed musical vocabulary <p><u>Composing</u></p> <ul style="list-style-type: none"> Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition <p><u>Performing</u></p> <ul style="list-style-type: none"> Singing songs in two or more parts. 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. Combining rhythmic patterns (ostinato) into a multi-layered composition Using staff notation to record rhythms and melodies.

Block 3– Composition to the festival of colour

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to	<ul style="list-style-type: none"> To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<p><u>Listening</u></p> <ul style="list-style-type: none"> Representing the features of a piece of music using graphic notation, and colours. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary. <p><u>Composing</u></p>

<p>represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.</p>	<ul style="list-style-type: none"> • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score • To know that a vocal composition is a piece of music created only using voices. 	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. <p><u>Performing</u></p> <ul style="list-style-type: none"> • Working as a group to perform a piece of music, adjusting dynamics and pitch. • Combining rhythmic patterns (ostinato) into a multi-layered composition
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Block 4– Whole Class Ukulele

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
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