



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Music Year 5**

	<b>Autumn 1 Composition Notation (Ancient Egypt)</b>	<b>Autumn 2 Christmas Carols (performance and singing technique)</b>	<b>Spring 1 Whole Class Instrument - Ukuleles</b>	<b>Spring 2 South and West Africa</b>	<b>Summer 1 Blues</b>	<b>Summer 2 Composition to represent Holi</b>
<b>Content</b> Declarative Knowledge 'I know'	*To know what simple pictures can be used to represent structure *To understand that in written staff notation, notes can go on or between the lines to represent *To understand that minor chords and a slow tempo create a sad sound	*To understand that varying effects can be created using only your voice eg changing the pitch, dynamic or tempo	*To understand that major chords create a bright happy sound *To understand that minor chords and a slow tempo create a sad sound	*To know what 'The Click Song' is *To understand that major chords create a bright happy sound *To know what poly-rhythms are	*To know what a chord is *To know what a 'bent note' is *To know what 'blues' music is *To know what the 12-bar Blues is	*To understand that varying effects can be created using only your voice eg changing the pitch, dynamic or tempo *To know what a vocal composition is *To understand that human voices have their own individual timbre
<b>Skills</b> Procedural Knowledge 'I know how to'	<b>Listening</b> *Representing the features of a piece using graphic notation and colours *Developing confidence in using detailed musical vocabulary to evaluate their own and others' work	<b>Listening</b> *Developing confidence in using detailed musical vocabulary to evaluate their own and others' work <b>Performing</b> *Singing songs in two or more parts with accuracy, fluency,	<b>Performing</b> *Singing and playing in time with peers with accuracy and awareness of their part in the group performance *Playing melody parts on tuned instruments with accuracy and control and developing	<b>Listening</b> *Confidently discussing features of genres of music using musical vocabulary *Developing confidence in using detailed musical vocabulary to evaluate their own and others' work	<b>Listening</b> *Confidently discussing features of genres of music using musical vocabulary *Representing the features of a piece using graphic notation and colours <b>Composing</b>	<b>Listening</b> *Representing the features of a piece using graphic notation and colours *Developing confidence in using detailed musical vocabulary to evaluate their own and others' work <b>Composing</b>

	<p><b>Composing</b> *Composing a details piece of music from a given stimulus *Improvising coherently within a given style *Using staff notation to record</p> <p><b>Performing</b> *Singing songs in two or more parts with accuracy, fluency, control and expression *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>	<p>control and expression *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>	<p>instrumental technique *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>	<p><b>Composing</b> *Improvising coherently within a given style *Using staff notation to record *Combining ostinatos into a multi-layered composition</p> <p><b>Performing</b> *Singing songs in two or more parts with accuracy, fluency, control and expression *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>	<p>*Improvising coherently within a given style <b>Performing</b> *Singing songs in two or more parts with accuracy, fluency, control and expression *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>	<p>*Composing a details piece of music from a given stimulus *Improvising coherently within a given style <b>Performing</b> *Singing songs in two or more parts with accuracy, fluency, control and expression *Know when to adjust dynamics and pitch according to a graphic score, keeping in time with others and communication with a group</p>
<b>Vocabulary</b>	Composition, tempo, ensemble, notation, unison, structure, melody, compose, minor key	Part song, unison, pitch, dynamics	Chord, strings, fret, strum, pluck	A capella, dynamics, chord, ostinato, poly-rhythms, syncopation, call and response, improvisation, master drummer, metronome	Blues, 12-bar blues, chord, scale, bent notes, ascending scale, descending scale, bar, Blues scale	Synaesthesia, Holi, vocal composition, dynamics, graphic score, performance
<b>Key Questions</b>	<p>What is a motif? What is unison? What is structure? How many beats is a quaver/semibreve/dotted minim?</p>	<p>How can we sing songs in two or more parts? How can we adapt our performance technique by varying</p>	<p>What is a chord? What is strumming? What is plucking?</p>	<p>Where is the song Qongqothwane usually sung? Which instrument is played by shaking it? What</p>	<p>Where did Blues music originate? What mood does it usual represent? What is the 12-bar Blues?</p>	<p>What is a chord? What is synaesthesia? What does it mean to play at the same tempo?</p>

		the dynamics and tempo?		structure does the Shosholoza have?		How do you balance your dynamics?
<b>Assessment</b>	Recording of group performance. Self-assessment	Recording of class performance	Recording of class performance	Recording of class performance	Recordings of improvisations. Self-assessment	Recording of group performance. Self-assessment
<b>Cross Curricular Links/Character Education</b>	History: Ancient Egypt Individual liberty: freedom during composition	Cultural: Christmas concert participation Cultural: appreciation of heritage and cultural influences	Cultural: concert participation Individual liberty: freedom during composition	Cultural: South and West African influences Individual liberty: freedom during composition	Cultural: Blues Individual liberty: freedom during composition	Cultural/RE: Holi cultural influences Individual liberty: freedom during composition
	Mutual respect: collaboration Spiritual: sense of enjoyment and fascination about world					