
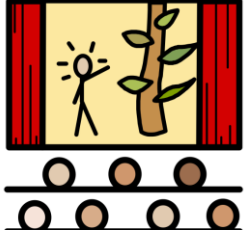














Music
Year 5



Unit	Shaping Music	Unlocking Vocal Potential	Sounds dramatic	Decoding sound and notation	Carnival Time 1	Music Speaks
National Curriculum	<p style="text-align: center;">Aims</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p style="text-align: center;">Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p style="text-align: center;">Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> develop an understanding of the history of music. 					
Unit Link	Shaping Music/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Unlocking Vocal Potential/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sounds Dramatic/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Decoding Sound and Notation/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Carnival Time 1/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Music Speaks/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Music Style	Soul, Rhythm and blues	Musical theatre	Music Production: "Spooky Story" track in YuStudio using major and minor	Reggae	Samba	Create and produce music to a hip hop theme


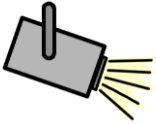




			<p>chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood</p> 			
<p>Musician</p>	<p>Nina Simone- soul singer</p> 	<p>Suzanne Shaw- pantomime singer</p> 	<p>Max Wheeler- Music producer</p> 	<p>Rocky Dawuni</p> 	<p>Cartola</p> 	<p>Will Smith</p> 
<p>Unit outcome</p>	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad. 	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts 	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Reflect on and evaluate musical decisions by performing compositions 	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression 	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call and Response sections, integrating learned patterns 	<p>By the end of this unit, children will be able to:</p> <ol style="list-style-type: none"> 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.

			individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness		into full samba compositions.	
Knowledge	<p>Lesson 1- I know how to apply and use rhythm learning to soul, rhythm and blues music.</p> <p>Lesson 2- I know how to connect a steady beat, rhythm patterns and melodic ideas as a way of creating music</p> <p>Lesson 3- I know that major and minor scales are contrasting because they are constructed differently</p> <p>Lesson 4- I know how to use reflective listening to provide and receive feedback</p> <p>Lesson 5- I know how to apply and use pitch and notation learning to</p>	<p>Lesson 1- I know how to apply and use rhythm learning to musical theatre.</p> <p>Lesson 2- I know how to develop a strong vocal foundation through warmups that focus on posture, breathing, pitch and diction.</p> <p>Lesson 3- I know that warmups and lead exercises strengthens vocal skills</p> <p>Lesson 4- I know how warm-ups, review exercises, and rehearsing songs help improve my vocal skills and prepare me for performances.</p> <p>Lesson 5- I know how to apply and use pitch and</p>	<p>Lesson 1- I know how to apply and use rhythm learning to music production.</p> <p>Lesson 2- I know how music technology, storyboarding, and melodic ideas work together to create a spooky narrative in YuStudio.</p> <p>Lesson 3- I know how rhythmic patterns, basslines, and musical layers work together to build tension, atmosphere, and storytelling in my Spooky Story composition</p> <p>Lesson 4- I know how narration, sound effects, and mixing techniques work together to create a clear,</p>	<p>Lesson 1- I know how to apply and use rhythm learning to reggae music.</p> <p>Lesson 2- I know how pulse, tempo, pitch, and musical style (including reggae off-beat rhythms) help shape the mood and performance of a song like "Heal The Earth".</p> <p>Lesson 3- I know how pitch, articulation, dynamics, and note choice affect musical expression, and I understand how drones, melodies, and group improvisation fit together to create a structured and expressive performance.</p> <p>Lesson 4- I know how to evaluate</p>	<p>Lesson 1- I know how to apply and use rhythm learning to samba music.</p> <p>Lesson 2- I know that samba comes from Brazil, especially Rio de Janeiro, and I understand the names, roles, and sounds of key samba instruments and how their rhythms fit together to create the samba groove.</p> <p>Lesson 3- I know how different rhythms, textures, and musical roles work together in a group, and I understand how communication, listening, and improvisation help create a cohesive ensemble performance.</p>	<p>Lesson 1- I know how to apply and use rhythm learning to hip hop music.</p> <p>Lesson 2- I know where Hip-Hop comes from, what makes its style unique, and I understand key musical concepts like tempo, bars, loops, and groove that help shape Hip-Hop tracks.</p> <p>Lesson 3- I know how melody and harmony work with rhythm in Hip-Hop, and I understand how sections like intro, verse, chorus, and bridge — along with rap or vocal samples — help build a balanced and expressive composition.</p> <p>Lesson 4- I know how sound design</p>

	<p>soul, rhythm and blues music.</p>	<p>notation learning to musical theatre.</p>	<p>atmospheric, and engaging Spooky Story composition.</p> <p>Lesson 5- I know how to apply and use pitch and notation learning to music production.</p>	<p>musical accuracy, balance, and expression, and I understand how all the elements I've learned—rhythm, melody, drones, contrasts, and ensemble skills—combine to create a confident and polished final performance.</p> <p>Lesson 5- I know how to apply and use pitch and notation learning to reggae music.</p>	<p>Lesson 4- I know how to use rhythm, tempo, dynamics, and feedback to improve a composition, and I understand how ensemble skills—like listening, coordination, and balance—help create a successful group performance.</p> <p>Lesson 5- I know how to apply and use pitch and notation learning to samba music.</p>	<p>and mixing choices affect the mood and clarity of a track, and I understand how critical listening helps me improve my composition before sharing or performing it.</p> <p>Lesson 5- I know how to apply and use pitch and notation learning to hip hop music.</p>
<p>Skills</p>	<p>Lesson 1- I can apply and use rhythm learning to soul, rhythm and blues music.</p> <p>Lesson 2- I can use strategies for successful improvisation that help me stay focused, creative, and responsive in the moment. These strategies allow me to build on ideas, adapt quickly, and keep the flow of the</p>	<p>Lesson 1- I can apply and use rhythm learning to musical theatre.</p> <p>Lesson 2- I can practice unison singing.</p> <p>Lesson 3- I can develop awareness of verse-chorus contrasts, practise two-part harmony, and use rhythm and expressive storytelling to enhance performance.</p>	<p>Lesson 1- I can apply and use rhythm learning to music production.</p> <p>Lesson 2- I can use YuStudio tools to create tracks, choose instruments, experiment with pitch and melody, and refine musical ideas so they match the mood and tension of my spooky story.</p> <p>Lesson 3- I can create and refine drum patterns,</p>	<p>Lesson 1- I can apply and use rhythm learning to reggae music.</p> <p>Lesson 2- I can sing the verse and chorus with expression, read simple notation (D, E, F), play instrumental drones, and work with others to listen carefully, use musical terminology, and perform confidently as part of an ensemble.</p>	<p>Lesson 1- I can apply and use rhythm learning to samba music.</p> <p>Lesson 2- I can perform and maintain samba rhythms using body percussion and instruments, keeping a steady pulse and playing confidently as part of an ensemble.</p> <p>Lesson 3- I can use hand symbols, rhythmic patterns, and</p>	<p>Lesson 1- I can apply and use rhythm learning to hip hop music.</p> <p>Lesson 2- I can listen for rhythm, beat, and basslines in Hip-Hop music and create my own simple beats using kick, snare, and hi-hat patterns, experimenting with loops, layers, and different musical ideas.</p> <p>Lesson 3- I can create and arrange</p>

	<p>performance moving forward.</p> <p>Lesson 3- I can use the major scale built on the notes C, D, E, F, G, A, B, and C to help me understand melodies, create musical ideas, and improve my overall musicianship.</p> <p>Lesson 4- I can perform a soul song to an audience with confidence and expression, using my voice and emotion to connect with the listeners</p> <p>Lesson 5- I can apply and use pitch and notation learning to soul, rhythm and blues music.</p>	<p>Lesson 4- I can work with others by taking on roles, practicing difficult sections, giving peer feedback, and reflecting on the musical and emotional elements of my performance.</p> <p>Lesson 5- I can apply and use pitch and notation learning to musical theatre.</p>	<p>basslines, and musical motifs in YuStudio, adjusting timing, loops, and dynamics so my music matches the pacing, plot points, and dramatic moments of my story while collaborating with others to make creative decisions.</p> <p>Lesson 4- I can record and integrate narration, apply sound effects, adjust volume and balance, and refine my track using feedback so that my final Spooky Story is expressive, cohesive, and ready to share with an audience.</p> <p>Lesson 5- I can apply and use pitch and notation learning to music production.</p>	<p>Lesson 3- I can improvise and perform short musical phrases using different notes, dynamics, and articulations, and I can work with others to balance sounds, keep a steady pulse, and create expressive ensemble music.</p> <p>Lesson 4- I can rehearse and perform a complete piece with accurate timing, clear expression, and balanced ensemble playing, using feedback to refine my musical contrasts, notation reading, and overall performance.</p> <p>Lesson 5- I can apply and use pitch and notation learning to reggae music.</p>	<p>call-and-response techniques to perform confidently in an ensemble, swapping roles and instruments while keeping a steady pulse and responding to musical cues.</p> <p>Lesson 4- I can create and perform my own call-and-response rhythms, work with others to rehearse and refine a whole-class samba piece, and perform confidently by keeping in time, responding to cues, and making expressive musical choices.</p> <p>Lesson 5- I can apply and use pitch and notation learning to samba music.</p>	<p>my own Hip-Hop sections by adding chord progressions and melodies to my beats, using pitch, harmony, and layering to shape the mood and structure of my track.</p> <p>Lesson 4- I can refine my Hip-Hop track by adjusting volume levels, adding effects, and using mixing techniques like EQ and delay to improve balance, excitement, and overall sound quality.</p> <p>Lesson 5- I can apply and use pitch and notation learning to hip hop music.</p>
<p>Perform and Share</p>	<p>In the final weeks, children perform and share their completed Hip-Hop tracks in a supportive and</p>	<p>Conduct paired performances with peer feedback.</p> <p>Run dress rehearsal and final performance,</p>	<p>Perform or present completed Spooky Story tracks to peers or record for a wider audience.</p>	<p>Conduct final rehearsals and perform "Heal The Earth", including drones and optional secondary parts.</p>	<p>Create call-and-response compositions using learned rhythms in groups.</p>	<p>In the final weeks, children perform and share their completed Hip-Hop tracks in a supportive and</p>

	<p>celebratory environment</p> <p><i>Who - assembly</i></p>	<p>recording for reflection.</p> <p>Discuss musical and emotional elements, identify areas for improvement, and compile final assessment evidence.</p> <p><i>Who- perform in pairs within the class</i></p>	<p>Reflect on creative and technical decisions using the Artist Evaluation video.</p> <p>Discuss strengths, areas for improvement, and storytelling through music technology.</p> <p>Celebrate achievements, focusing on confidence, expressive performance, and collaborative evaluation</p> <p><i>Who- show performances to parallel class, or the year below</i></p>	<p>Share performances in class, assemblies, or record them for later reflection.</p> <p>Discuss learning outcomes related to musical contrasts, notation reading, ensemble skills, and expressive performance.</p> <p>Reflect on individual and group progress, celebrating creativity, confidence, and interpretation skill</p> <p><i>Who- assembly</i></p>	<p>Develop a whole-class samba composition, integrating individual and ensemble sections.</p> <p>Rehearse with focus on rhythm, tempo, dynamics, and expressive delivery.</p> <p>Perform to an audience or class and reflect on progress, skills, and musical achievement</p> <p><i>Who- families or record performance for social media</i></p>	<p>celebratory environment.</p> <p>Children reflect on their creative decisions, evaluate how melody, rhythm, and vocals interact, and discuss what they have learned about composition, arrangement, and mixing</p> <p><i>Who- parallel class or the year below</i></p>
<p>Vocabulary</p>	<p>Improvise compose ternary form drone melody major scale minor scale scale soul beat</p>	<p>Pantomime solos chorus harmony cantata carol chorus piano performance verse</p>	<p>Composer producer track bar beat pulse sound bank melody minor key reverb</p>	<p>Beat bass rhythm offbeat tempo melody riddim pitch dynamics Reggae</p>	<p>Pulse Rhythm Ensemble dynamics call and response tempo layering syncopation cue patterns</p>	<p>Flow Bars Rhythm Beat Chorus Cypher Freestyle Mixtape Verse sampling</p>

<p>Career Links</p>	<p>Choir Director</p>  <p>Place: churches, schools</p> <p>Qualities: leader, patient, communicator</p> <p>Qualification: BMus Music (Conducting)</p>	<p>Professional Musician</p>  <p>Place: concert halls</p> <p>Qualities: disciplined, expressive, resilient</p> <p>Qualification: BMus Performance</p>	<p>Recording Engineer</p>  <p>Place: studios</p> <p>Qualities: technical, precise, organised</p> <p>Qualification: BA/BSc Audio Engineering</p>	<p>Musical Theatre Actor</p>  <p>Place: theatres</p> <p>Qualities: versatile, energetic, professional</p> <p>Qualification: BA Musical Theatre</p>	<p>Live Events Technician</p>  <p>Place: venues, festivals</p> <p>Qualities: safety-minded, practical, calm</p> <p>Qualification: Live Events Technician Apprenticeship</p>	<p>Instrument Repair Specialist</p>  <p>Place: workshops</p> <p>Qualities: patient, careful, problem-solver</p> <p>Qualification: Instrument Repair Certificate</p>
<p>Resources</p>	<p>Music notepad needs setting up- logins for charanga will be needed for the children</p> <p>Chromebook</p> <p>Interactive whiteboard</p>	<p>Interactive whiteboards</p> <p>No instruments- voices only</p>	<p>Chromebooks</p> <p>Interactive whiteboard</p>	<p>Interactive whiteboard</p> <p>Glockenspiels</p>	<p>Hire the use of samba instruments</p>	<p>Chromebooks</p> <p>Pupil logins for charanga</p>
<p>Assessment</p>	<p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>					
<p>Year 5 Progression</p>						
<p>Singing</p>	<p>Sing songs with a sense of ensemble and performance.</p> <p>Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform in school assemblies and other performance opportunities.</p>					

Playing Instruments	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords.
Listening	Develop and expand musical understanding through critical listening. Understand the stories, origins, traditions, history and social context of Brazilian samba
Creating	Improvise freely over a drone or groove, developing a sense of shape and character. Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment
Music Technology	Use the Music Notepad tool to create a ternary piece. Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment
Musicianship or Performing and Notation	Play and perform melodies following staff notation written up to one octave. Understand and play triads/chords. Add chordal accompaniments to songs. Combine acoustic instruments to form mixed ensembles. Develop the skill of playing by ear, copying longer phrases and familiar melodies. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4