



MUSIC

Year 5 and 6	Autumn	Spring	Summer
	<u>What Shall we do with the drunken sailor?</u> <u>Singing</u> - a Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. - b Sing three-part rounds, partner songs, and songs with a verse and a chorus. <u>Listening</u> - a Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. <u>Composing: Compose</u> - f Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. <u>Performing: Instrumental Performance</u> - b Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. - c Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. <u>Performing: Reading notation</u> - e Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semi-quavers.	<u>Building a Groove</u> <u>Singing</u> - a Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. <u>Listening</u> - a Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. - b Listen to recorded performances. <u>Composing: Improvise</u> - b Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. <u>Composing: Compose</u> - f Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.	<u>Baloo Balaeerie</u> <u>Singing</u> - a Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. - b Sing three-part rounds, partner songs, and songs with a verse and a chorus. <u>Listening</u> - a Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. - b Listen to recorded performances. <u>Composing: Compose</u> - c Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - f Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. <u>Performing: Instrumental Performance</u> - b Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. - c Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. <u>Performing: Reading notation</u> - e Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semi-quavers. - f Understand the differences between 2/4, 3/4, and 4/4 time signatures.
	<u>Introduction to Song Writing</u> <u>Listening</u> - b Listen to recorded performances. <u>Composing: Improvise</u> - b Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks. <u>Composing: Compose</u> - c Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.	<u>Epoca</u> <u>Singing</u> - a Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. <u>Listening</u> - a Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. - b Listen to recorded performances.	<u>Production</u>
Year A	<u>Hey Mr Millar</u> <u>Singing</u> a Sing a broad range of songs including those that involve syncopated rhythms	<u>Dona Nobis Pacem</u> <u>Singing</u> a Sing a broad range of songs including those that involve syncopated rhythms	<u>Nobody Knows (the Lumineers)</u> <u>Singing</u>