

Year 5

Singing

Singing	Compliance	Actions
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.	Singing Level 1 and 2 Level 3	Instructors choose songs from a premade song bank. This song bank is comprised of a range of songs spanning a wide repertoire of genres. During Level 3 pupils sing a different genre each week. Pupils learn about different singing styles and how they relate to the inter-related dimensions of music. Pupils will learn key characteristics of the piece, e.g., vocal hooks and melisma. Each week the class will sing a different song to represent that genre or musical era.
Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Singing Level 1, Level 2 and Level 3 Singing Level 2 and Level 3	Throughout the singing course pupils will sing songs with different structures, the most common of these being Pop. Within the course pupils will have the opportunity to sing more complex songs such as three-part rounds and partner songs.

Listening

Listening	Compliance	Actions
Western Classical Tradition and Film	<p>Songwriting with Glockenspiels Level 3</p> <p>Music Theory Level 2</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 1 pupils are exposed to the work of 15 classical composers, ranging from the 1600's to the present day.</p>
Popular Music	<p>Songwriting with Glockenspiels Level 3</p> <p>Music Theory Level 2</p> <p>Singing Level 1, Level 2 and Level 3</p> <p>Class Jam Level 2</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>In Level 2 pupils explore a different genre per lesson. In a lesson:</p> <ul style="list-style-type: none"> Two pupils will look at Jazz and will listen to the work of 11 Jazz artists and musicians. Three pupils will learn about Motown and Soul listening and analyse work from ten artists and groups. Four pupils will learn about bands from the 80's, Boybands and Girl bands from the 90's and Brit Pop. <p>Most of the songs sung within a singing lesson would be classed under the umbrella of popular music.</p> <p>During Class Jam pupils recreate popular songs from 1960's soul to twenty-first century Pop.</p>
Musical Traditions Country – Brazil Style – Samba	<p>Songwriting with Glockenspiels Level 3</p> <p>Samba Drumming</p>	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p> <p>Within this course, as well as playing traditional Samba music, the pupils will have lots of</p>

		opportunities to watch performances and hear music from this region.
Musical Traditions Country – Indonesia Style – Gamelan	Songwriting with Glockenspiels Level 3	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.
Musical Traditions Country – India Style – Indian Classical	Songwriting with Glockenspiels Level 3 Music Theory Level 2 Dhol Drumming	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation. In Level 2 pupils explore a different genre per lesson. In Lesson 5 pupils learn about World music. Pupils listen to Sitar and Tablas from India and hear them in traditional Indian music. Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.
Musical Traditions Country – Punjab/UK Style – Bhangra	Songwriting with Glockenspiels Level 3	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.
Musical Traditions Country – Trinidad Style – Calypso	Songwriting with Glockenspiels Level 3 Steel Pans	At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation. Within this course, as well as playing traditional steel pan music including Reggae, Mambo and Calypso, pupils will have lots of opportunities to watch performances and hear music from this region.

Musical Traditions Country – Nigeria Style – Drumming	Songwriting with Glockenspiels Level 3	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>
Musical Traditions Country – South Africa Style – Choral	Songwriting with Glockenspiels Level 3	<p>At the beginning of every lesson within Songwriting pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have information given to them by the instructor and they will engage in discussions about the feelings and the instrumentation.</p>

Composing

Improvise	Compliance	Actions
Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	Music Theory Level 3	Pupils will learn about drones as a musical component and look at bagpipes as a famous instrument that has a built-in drone. Pupils will be shown that a drone can be reproduced on different instrumentation even if it's not built in. Pupils will be taught to aurally identify a drone within a piece of music.
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 the composition tasks below.	Samba Drumming	Pupils are taught what a groove is in Samba drumming. Once this is taught the pupils enter the groove on their instruments and perform a short piece that is improved within the groove. The instructor will give different dynamic and tempo gestures for the ensemble to react to.
Compose	Compliance	Actions
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.	Music Theory Level 3	Pupils will be given cards with different chord progressions on; these will then be mixed and matched to create short phrases. Pupils will compose in major and relative minors. The key that they will work in will depend on the experience of the pupils.
	Boomwhackers	Pupils are taught about chords and how they are constructed, and then play a range of chords within the scale of C and play a 12-bar blues.
Working in pairs, compose a short ternary piece.	Songwriting with Glockenspiels Level 3	Pupils will be taught to label pieces of music and identify their form from the labels. Pupils will have most likely been composing in ternary form without knowing it using an A-B-A structure (verse and chorus); pupils will listen to pieces with this form and identify the changes in the sections.
	Music Theory Level 3	Pupils will learn about different forms and compose a short piece in ternary form. Pupils will learn about different structures and how to label pieces.

Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.	Songwriting with Glockenspiels Level 3	Pupils will write lyrics to pieces of music. Their words will have to fit the emotion of the song. This brings the class onto learning about interpretation, where one person might feel something different from a piece of music, so their words might be harsher or softer depending on their feelings.
Capture and record creative ideas using any of: <ul style="list-style-type: none"> • Graphic Symbols • Rhythm notation and time signatures • Staff notation • Technology 	Music Theory Level 3 iJam (within our iMedia Course)	To demonstrate their learning at the end of the course, pupils will score a short piece of music. This will either be music composed as a class which the pupils can interpret or a self-composed piece. Pupils will give the piece a time signature, write it out in full notated and rhythmic notation, as well as include graphic scores to outline the phrasing of the piece. While this isn't something we can accommodate within our music lessons, if you have computing with Junior Jam your pupils will do a music production level called iJam where they create their own music using technology.

Performance

Instrumental Performance	Compliance	Actions
Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.	Music Theory Level 1	Within Level 1 pupils are asked to put their new knowledge of scoring and notation into practice and compose a short melody to accompany some pre-given major and minor chords. Depending on the length of the lessons and the half term, pupils may swap work and play compositions by other groups.
	Music Theory Level 1 and Level 2	Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Keyboards Level 1 and Level 2	Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Steel Pans	Pupils will learn a number of melodies on the steel pans to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Ukuleles	Pupils will learn a number of melodies on the ukulele to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Boomwhackers	Pupils will be responsible for a note within a melody line when playing as a large ensemble. When playing as a smaller group, pupils may have two or three notes that they are responsible for playing.
	Class Jam Level 1	Pupils use tuned instruments throughout the course to create the melody lines to popular pieces. Pupils follow stave notation and perform in small instrumentation groups and as a larger class ensemble.
Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g., Yellow Submarine by The Beatles).	Music Theory Level 1	Pupils learn about the construction of major and minor chords within music. They play a number of different chords and practise the fingering for them before composing a short piece using what they have learnt as accompaniment.
	Keyboards Level 2	Pupils learn about triads and what they look like on the stave. Pupils learn about reading triads

	Boomwhackers	<p>within the bass clef, as this is most likely where they will be shown on a piece of music. Pupils play pieces of music using their new skill of playing with both hands.</p> <p>Pupils learn about triads and how to play them as a group. With small groups of pupils have them play the same notes – three small groups must play together to achieve the chord. Within the lesson the pupils play through a simple 12-bar blues.</p>
Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	Class Jam Level 2	<p>Pupils in Class Jam get the opportunity to play a number of different instruments including:</p> <ul style="list-style-type: none"> • Keyboards • Boomwhackers • Chime bars • African Drums • Percussion <p>They have the opportunity to swap throughout the half term, so they experience melodic and percussive instrumentation. Pupils play a wide repertoire of music from 1960's soul music to twenty-first century Pop.</p>
Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Music Theory Level 3	Pupils will do ear training as starters in class, building from copying phrases aurally to playing them on keyboards.
Reading notation	Compliance	Actions
Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Music Theory Level 3	Pupils have already been taught about crochets, crotchet rests and pair quavers within Level 1. Level 3 will introduce pupils to paired semiquavers, semibreves and minims. They will explore all of the rhythmic notation and implement them within their playing and stave reading tasks.
Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Music Theory Level 3	Pupils will have already looked into key signatures and their use. During this course they will learn what they mean and the differences between 2/4, 3/4 and 4/4 time. Higher ability pupils will learn to spot this visually as well as aurally.
Read and perform pitch notation within an octave (e.g., C-C'/do-do).	<p>Music Theory Level 1, Level 2 and Level 3</p> <p>Steel Pans</p>	<p>During all levels of Music Theory pupils are asked to play pieces. These pieces increase with difficulty throughout the course and end on a range of C-C or greater.</p> <p>Pupils play a wide range of songs within the steel pan lessons. As these songs are focused on the genre, a lot of them span a full scale. As the pans are in the key of F and have one octave of notes, they play music spanning the range G-G.</p>

	Boomwhackers	Pupils play a range of pieces within the Boomwhacker course. As the Boomwhackers are C-C in pitch, all of the songs they play span this range.
	Keyboards Level 1 and Level 2	During all levels of keyboards pupils are asked to play pieces. These pieces increase with difficulty throughout the course and end on a range of C-C or greater.
Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	African Drumming	Pupils are asked to play a number of different rhythms for the visuals they see on the keynote. Pupils are shown pairs of phrases and are asked to arrange them to create their own rhythmic compositions.