

Music Curriculum Map

Year 5	Autumn 1 Historical – Prince	Autumn 2 Historical – Eva Cassidy	Spring 1 Current – Sam Smith	Spring 2	Summer 1 Current – Bruno Mars	Summer 2
	<p><u>Livin’ On a Prayer</u> Genre: Rock Explore a range of classic Rock Anthems</p> <p>I know how to maintain my part whilst others are performing their part I know how to change sounds or organise them differently to change the effect</p>	<p><u>Classroom Jazz 1</u> Genre: Bossa Nova and Swing Jazz and improvisation</p> <p>I know how to choose the most appropriate tempo for a piece of music</p>	<p><u>Make You Feel My Love</u> Genre: Pop Ballads Explore a range of Pop Ballads: Adele and Bob Dylan’s versions.</p> <p>I know how to describe, compare and evaluate music using musical vocabulary I know how to contrast the work of a famous composer with another, and explain my preferences</p>	<p><u>The Fresh Prince of Bel-Air</u> Genre: Old School Hip-Hop Understand the influences and culture of Old School Hip-Hop</p> <p>I know how to breathe in the correct place when singing I know how to use my music diary to record aspects of the composition process I know how to suggest improvement to my own work and that of others</p>	<p><u>Dancing in the Street</u> Genre: Motown Understand the impact/culture of Motown</p> <p>I know how to explain why I think music is successful or unsuccessful.</p>	<p><u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the languages of music.</p> <p>I know how to improvise within a group using melodic and rhythmic phrases I know how to compose music which meets specific criteria I know how to use notation to record groups of pitches (chords)</p>
Cross curricular links	History of British rock bands and their influence Opportunities for cultural capital.	Create art from music – how can the art match the music? Bright, bold, etc	English: write your own pop ballad! What are the common themes?	DT: make and decorate an item of 80s clothing you feel matches the music: e.g. cap,	PE: dance	RSHE: how do I feel?
Key Vocabulary- which all children must be familiar with.	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,	Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	Recap all previous vocabulary

			timbre, texture, structure	timbre, texture, structure		
Extended writing opportunities	Research fashion in the 70s – did it have an impact on rock?	Reflect on music style – what do you like, what is it similar to? How does it make you feel?	English: write your own pop ballad! What are the common themes?	Research fashion in the 80s.	Research Detroit – write a descriptive piece about the city.	My music learning this year – how have I improved?
Assessment video/audio recording	Video of children – what can they hear in song? Using musical vocab?	Performance with choreography – can children make movements?	Record children composing – focus on skills.	Record children using rhythm and rap	Record children’s movements – choregraph a routine to fit music.	Recording of children – favourite element of music this year – musical vocabulary.
Model Music Curriculum links	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. Sing three-part rounds, partner songs, and songs with a verse and a chorus	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. 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, very quiet, moderately loud and moderately quiet.	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.	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, very quiet, moderately loud and moderately quiet. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Develop pupils’ shared knowledge and understanding of the stories origins, traditions, history and social context of the stories they are listening to, singing and playing.	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.