

# Music Curriculum – 2 Year Cycle - Year 5/6



## Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, developing their creativity, self-confidence and enabling a sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to develop their ability as musicians to perform, to compose, to listen and to evaluate.

Through our Music curriculum, we intend to inspire pupils to develop a love of music which stimulates creativity, imagination and enriches their lives.

## Implementation

Music is taught through the 'Threshold Concepts' of Performing, Listening, Composing, Notation and Knowledge of Music. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of music so that it is in their long-term memory.

## Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against National Curriculum expectations, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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Year Group	Cycle	Autumn	Spring	Summer 1	Summer 2
3/4	A	<p><b>Genre</b></p> <p><b>Describe Music:</b></p> <ul style="list-style-type: none"> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>Pitch</li> <li>Dynamics</li> <li>Tempo</li> <li>Timbre</li> <li>Texture</li> <li>Lyrics and melody</li> <li>Sense of occasion</li> <li>Expressive</li> <li>Solo</li> <li>Rounds</li> <li>Harmonies</li> <li>Accompaniments</li> <li>Cyclic patterns</li> </ul> </li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>- Create songs with verses and a chorus.</li> <li>- Create rhythmic patterns with an awareness of timbre and duration.</li> </ul>	<p><b>History</b></p> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>- Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>- Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>- Use drones and melodic ostinato (based on pentatonic scale).</li> <li>- Convey relationship between melody and lyrics.</li> <li>- Use digital technologies to compose, edit and refine pieces of music.</li> </ul> <p><b>Describe Music:</b></p> <ul style="list-style-type: none"> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>Pitch</li> <li>Dynamics</li> <li>Tempo</li> <li>Timbre</li> <li>Texture</li> <li>Lyrics and melody</li> <li>Sense of occasion</li> <li>Expressive</li> <li>Solo</li> <li>Rounds</li> <li>Harmonies</li> <li>Accompaniments</li> <li>Cyclic patterns</li> </ul> </li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p><b>DPA work covers the threshold concepts of:</b></p> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>- Sing or play from memory with confidence.</li> <li>- Perform solos or as part of an ensemble.</li> <li>- Sing or play expressively and in tune.</li> <li>- Hold a part within a round.</li> <li>- Sing a harmony part confidently and accurately.</li> <li>- Sustain a drone or a melodic ostinato to accompany singing.</li> <li>- Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul> <p><b>Transcribe:</b></p> <ul style="list-style-type: none"> <li>- Use the standard musical notation of crotchet, minim and semi-breve to indicate how many beats to play.</li> <li>- Read and create notes on the musical stave.</li> <li>- Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>- Understand and use the # (sharp) sign and <math>\flat</math> (flat) sign.</li> <li>- Use and understand simple time signatures.</li> </ul>	

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	<p><b>B</b></p> <p><b>History</b></p> <p><b>Describe Music:</b></p> <ul style="list-style-type: none"> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch Dynamics Tempo Timbre Texture Lyrics and melody Sense of occasion Expressive Solo Rounds Harmonies Accompaniments Cyclic patterns</li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>- Create songs with verses and a chorus.</li> <li>- Create rhythmic patterns with an awareness of timbre and duration.</li> <li>-</li> </ul>	<p><b>History</b></p> <p><b>Compose:</b></p> <ul style="list-style-type: none"> <li>- Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>- Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>- Use drones and melodic ostinato (based on pentatonic scale).</li> <li>- Convey relationship between melody and lyrics.</li> <li>- Use digital technologies to compose, edit and refine pieces of music.</li> </ul> <p><b>Describe Music:</b></p> <ul style="list-style-type: none"> <li>- Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch Dynamics Tempo Timbre Texture Lyrics and melody Sense of occasion Expressive Solo Rounds Harmonies Accompaniments Cyclic patterns</li> <li>- Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>-</li> </ul>	
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\*\*Only 2 terms planned for as Dudley Performing Arts teach a term of instrumental tuition – trombones. This also includes singing and some simple notation.

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## Years 5/6 Teaching Sequence for Music (Milestone 2) CYCLE A

Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>History / Composition / Perform</b>	<b>History / Composition / Perform / Evaluate</b>	
<b>1</b>	<b>History of Music</b> - Music and Composers from the classical period - <a href="https://www.twinkl.co.uk/resource/t2-mu-071-the-history-of-music-the-classical-period-and-composers">https://www.twinkl.co.uk/resource/t2-mu-071-the-history-of-music-the-classical-period-and-composers</a>	Music genres: Jazz / Opera <i>Take Five / Nessun Dorma</i> <b>Compare/ Describe:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music	
<b>2</b>	<b>Retrieval – previous lesson</b>	<b>Retrieval – previous lesson</b>	
<b>3</b>	<b>History of Music</b> - Music and Composers from the classical period - <a href="https://www.twinkl.co.uk/resource/t2-mu-071-the-history-of-music-the-classical-period-and-composers">https://www.twinkl.co.uk/resource/t2-mu-071-the-history-of-music-the-classical-period-and-composers</a>	Music genres: Jazz / Opera <i>Take Five / Nessun Dorma</i> <b>Compare/ Describe:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music	
<b>4</b>	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
<b>5</b>	<b>Compose:</b> - Create songs with verses and a chorus. - Create rhythmic patterns with an awareness of timbre and duration. <i>Eg activity: Compose song based on topic or for Christmas. Use simple structure: Chorus, verse, chorus</i>	Garage Band – iPad composition	
<b>6</b>	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
<b>7</b>	<b>Compose:</b> - Create songs with verses and a chorus. - Create rhythmic patterns with an awareness of timbre and duration. <i>Eg activity: Compose song based on topic or for Christmas. Use simple structure: Chorus, verse, chorus</i>	Garage Band – iPad composition	
<b>8</b>	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	

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<b>9</b>	<b>Compose:</b> <ul style="list-style-type: none"> <li>- Create songs with verses and a chorus.</li> <li>- Create rhythmic patterns with an awareness of timbre and duration.</li> </ul> <i>Eg activity: Compose song based on topic or for Christmas. Use simple structure: Chorus, verse, chorus</i>	<b>History/Genre:</b> Caribbean Music and famous artists - <a href="https://www.twinkl.co.uk/resource/caribbean-music-powerpoint-t-tp-2669839">https://www.twinkl.co.uk/resource/caribbean-music-powerpoint-t-tp-2669839</a>	
<b>10</b>	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
<b>11</b>	<b>POP Task - performance</b>	<b>POP Task – Musical vocabulary</b>	

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Years 5/6 Teaching Sequence for Music (Milestone 2) CYCLE B			
Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	History / Composition / Perform / Evaluate	History / Composition / Perform / Evaluate	
1	History of Music through the 20 <sup>th</sup> Century - <a href="https://www.twinkl.co.uk/resource/t2-mu-139-the-history-of-music-musical-styles-through-the-20th-century-powerpoint">https://www.twinkl.co.uk/resource/t2-mu-139-the-history-of-music-musical-styles-through-the-20th-century-powerpoint</a>	Famous rock and pop band: The Beatles <a href="https://www.twinkl.co.uk/resource/ks2-all-about-the-beatles-powerpoint-t-mu-45">https://www.twinkl.co.uk/resource/ks2-all-about-the-beatles-powerpoint-t-mu-45</a> / Love Me Do / Let it Be / Yellow Submarine – evaluate one of their songs	
2	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
3	History of Music through the 20 <sup>th</sup> Century - <a href="https://www.twinkl.co.uk/resource/t2-mu-139-the-history-of-music-musical-styles-through-the-20th-century-powerpoint">https://www.twinkl.co.uk/resource/t2-mu-139-the-history-of-music-musical-styles-through-the-20th-century-powerpoint</a>	Famous rock and pop band: The Beatles <a href="https://www.twinkl.co.uk/resource/ks2-all-about-the-beatles-powerpoint-t-mu-45">https://www.twinkl.co.uk/resource/ks2-all-about-the-beatles-powerpoint-t-mu-45</a> / Love Me Do / Let it Be / Yellow Submarine. evaluate one of their songs	
4	<b>Retrieval Quiz</b>	<b>POP Task – Musical vocabulary</b>	
5	Garage Band – iPad composition (with a Christmas theme?)	<b>Composition:</b> Compose a tuned melody. At least 8 notes. Create rhythmic accompaniment with other instruments. <i>Eg activity: base on topic? Season? Events?</i>	
6	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
7	Garage Band – iPad composition	<b>Composition:</b> Compose a tuned melody. At least 8 notes. Create rhythmic accompaniment with other instruments. <i>Eg activity: base on topic? Season? Events?</i>	
8	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
9	Garage Band – iPad composition – refine, perform	<b>Composition:</b> Compose a tuned melody. At least 8 notes. Create rhythmic accompaniment with other instruments. <i>Eg activity: base on topic? Season? Events?</i>	
10	<b>Retrieval Quiz</b>	<b>Retrieval Quiz</b>	
11	<b>POP Task - performance</b>	<b>POP Task - performance</b>	