



Music Curriculum – Year 5 and 6– Cycle A

Our schemes of work are also aligned with the Department for Education document “Model Music Curriculum which can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

Pedagogy - The Music curriculum within our schools is based upon 7 key areas of knowledge – listening/appraising, the dimensions of music, signing, playing, improvising, composing and performing. Each aspect of music is covered within all year groups except for the EYFS (where we cover 4 of the 7 areas explicitly). Rather than simply covering knowledge and then moving on, the scheme seeks to ensure that the correct knowledge is introduced in the age appropriate year group. All knowledge is then repeated and most embedded (covered for a third time) prior to the pupils beginning their next stage of education in Year 7.

Subject Content National Curriculum

Key stage 1

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

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. Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ 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
- ♣ develop an understanding of the history of music.

	Autumn		Spring		Summer	
	<i>Discovering Grime</i>	<i>Unlocking Vocal Potential</i>	<i>Music Reimagined</i>	<i>Decoding Sound and Notation</i>	<i>Music Remixed</i>	<i>Music Speaks</i>
Objectives	1. Identify Grime's origins and key features. Use music technology to create a complete track, layering drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	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.	1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	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.	1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats, basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition. I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats.
‘I can’ Statements	I can explore Grime music and create my own beats by understanding its origins and key features, and by layering drum sounds using tempo, bars, and loops. I can develop my Grime track by using a synthesiser, adding rap vocals, creating an intro, using sound effects, and adjusting the mix. I can make creative decisions and perform my music by developing my own ideas, presenting my compositions, and reflecting on my musical choices.	I can sing as part of an ensemble or choir, blending my voice with those around me. I can demonstrate how to sing in phrases and with feeling. I can perform confidently as part of a choir.	I can listen to different pieces of music and discuss how they represent a theme like climate change. I can use digital software (YuStudio) to arrange musical loops and samples to begin creating a composition. I can add my own ideas to a musical piece by selecting sounds, recording audio, and changing the pitch and dynamics. I can experiment with and apply special effects (FX) to enhance and complete my digital soundscape. I can complete, save, and share my finished digital music composition with others.	I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. I can read and play notated melodies accurately using classroom instruments. I can explore musical contrasts such as dynamics, tempo changes, and note articulation. I can compare pieces of music, discussing similarities and differences in style and structure. I can work collaboratively to perform melodies and instrumental parts with control and expression.	I can create my own drumbeat, bassline, and melody to build a track in YuStudio. I can select, add, and remix loops from the original song to use in my own work. I can arrange the different parts and layers of my track to create a complete song structure. I can make creative decisions to change and improve my remix, like changing instrument sounds. I can share my final remix and discuss my own work and the work of others.	I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll. I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track. I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure. I can mix my track by adjusting the volume of each element to create a clear and balanced final sound. I can take creative control over my music, making artistic decisions to

						produce and save a complete hip hop track.
Vocabulary	See Folder for full vocab lists and glossary of terms.					
Progression	See Folder for full details of progression in the music units of learning.					