



Music Curriculum – Year 5 and 6– Cycle B

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>Shaping Music</i>	<i>Express, Inspire and Perform</i>	<i>Sounds Dramatic</i>	<i>Musical Sketches</i>	<i>Carnival Time</i>	<i>The Grand Finale</i>
Objectives	1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad. I can improvise confidently, reflecting the character of the backing music.	1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	1. Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.	1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression. 2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
‘I can’ Statements	I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics. I know what ternary form is. I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.	I can give examples of how a performance can be improved by how and where we stand on the stage. I am confident performing songs in two or more parts. I can demonstrate how to walk onto and off the stage and respond to the audience.	I can create melodies, drum beats, and bass lines using YuStudio. I can hear the difference between major and minor chords. I can experiment with sound effects to enhance my composition. I can plan and write a story that guides my musical choices. I can record and layer musical elements to build a complete track. I can perform and evaluate my work, reflecting on areas for improvement.	I can listen to music and identify its melodic, rhythmic, and dynamic features. I can create short musical sketches using Music Notepad. I can notate my musical ideas clearly to share with others. I can perform my composition confidently, using dynamics and appropriate articulations. (Staccato, Legato for example) I can reflect on my own and others’ work to improve my compositions.	I can perform samba rhythms accurately using body percussion and instruments. I can demonstrate ensemble awareness by listening and responding to others while performing. I can hold my own rhythm steady and in time while playing with the group. I can follow hand signals and cues to maintain timing and coordination. I can create my own call-and-response patterns and contribute to a group composition.	I can sing La Bamba and other selected songs accurately, keeping in time and in tune. I can sing rounds and partner songs with confidence and coordination. I can perform solo or small ensemble lines, blending effectively with others. I can contribute to a group performance with appropriate expression, dynamics, and style. I can create my own original lyrics or an instrumental part to contribute to a class performance. I can reflect on our musical performance, identifying strengths in

					I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.	areas like rhythm, style, and stage presence.
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.					