		Music Unit of Work		
Unit	Prior loarning (VA)	Year 5 Autumn	Drior kov vocahularu	
Unit Brass	 Prior learning (Y4) To play a song reading notation To read time and key signatures To perform as an ensemble To discuss music from different genres To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.) I can improvise and compose pieces using melodies and chords on the guitar 	 To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together To use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere To read and perform from graphic notation I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions 	 Crotchet Quaver Minim Crotchet rest Improvisation Tonality Octave 	
National Curriculum Subject Content:	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 Use and understand staff/stave 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			
Knowled		,	Key Vocabulary	
Intended Knowledge	Know how to assemble and hold the brass instrument correctly Know how to play C D E Know how to read C D E on a stave Know how to read crotchet and minims on a stave Know how to identify different styles of music (e.g. jazz, blues, classical) Know about song structure		 Tonguing, articulation, buzz, vibration, improvisation, breathing, warm-up, beat/pulse, tempo, pitch, crotchet, minim semibreve 	
Assessment Outcomes	Procedural Knowledge I can assemble and hold my instrument correctly I can play C D E I can improvise a short phrase using one note I can perform for others I can sing with accurate pitch from memory		 Declarative Knowledge I can read crotchets and minim beats using C D E I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods. I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation. 	

Music Unit of Work				
<u>Unit</u>	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Clarinet	 To play a song reading notation To read time and key signatures To perform as an ensemble To discuss music from different genres To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.) I can improvise and compose pieces using melodies and chords on the guitar 	 To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together To use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere To read and perform from graphic notation I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions 	 Picking Plucking Strumming Open strings Chord Pitch Rhythm Tempo Tablature Crotchet Quaver Minim Crotchet rest Improvisation Tonality Octave 	 Genre Accent Arpeggio Staccato Legato Major Minor Timbre Semi-breve
National Curriculum Subject Content:	 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 Use and understand staff/stave and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradit and from great composers and musicians 		usic	
	Develop an understanding of the	e history of music	T	
Knowled	ge:		Key Vocabulary	
Intended Knowledge	 Know how to play CDEFG Know how to read CDEFG on a stave Know how to read quavers on a stave Know how to identify different styles of music (e.g. jazz, blues, classical) Know what a harmony is and how to create it Know how to use graphic notation to compose a piece of music using 3 notes Know what p and f mean when playing 		Octave, tempo, stave, signature, bar line, pul	•
Assessment Outcomes	 Procedural Knowledge I can play C D E F G I can play my instrument using different techniques (e.g. slide/valves) I can perform with others or solo I can sing with accurate pitch from memory and developing expression I can compose a piece of music using musical notation I can begin to develop dynamic control (e.g. p and f) 		Declarative Kn I can read quaver b I can listen, comparmusic from a divers styles and musical p I can use a range of to describe music of features such as insignature, dynamic pitch, articulation.	eats using C D E F G e and evaluate se range of genres, periods. musical vocabulary ommenting on struments, time
Significant				

Music Unit of Work Year 5 Spring				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Brass	 To play a song reading notation To read time and key signatures To perform as an ensemble To discuss music from different genres To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.) I can improvise and compose pieces using melodies and chords on the guitar 	 To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together To use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere To read and perform from graphic notation I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and apply them to compositions 	 Picking Plucking Strumming Open strings Chord Pitch Rhythm Tempo Tablature Crotchet Quaver Minim Crotchet rest Improvisation Tonality Octave 	 Genre Accent Arpeggio Staccato Legato Major Minor Timbre Semi-breve
National Curriculum Subject Content: Knowledg	 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 Use and understand staff/stave 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 			
Kilowieug	e. 		Key Vocabulary	
Intended Knowledge	Know how to play A B C D E Know how to read A B C D E on a stave Know how to read quavers on a stave Know how to identify different styles of music (e.g. jazz, blues, classical) Know what a harmony is and how to create it Know how to use graphic notation to compose a piece of music using 3 notes Know how to control breathing whilst playing Know what p and f mean when playing		Breath control, warm-up, compose, structure, beat/pulse, tempo, pitch, dynamics, bar, barline, stave, time signature, semibreve, minim, crotchet, quaver Output Description:	
Assessment Outcomes	 Procedural Knowledge I can play A B C D E I can play my instrument using different techniques (e.g. slide/valves) I can perform for others in a round I can sing with accurate pitch from memory and developing expression I can sustain higher notes using breathing techniques I can compose a piece of music using graphic notation I can begin to develop dynamic control (e.g. p and f) I can sing with accurate pitch from memory 		 Declarative Knowledge I can read quaver beats using A B C D E I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods. I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation. 	
Significant music	•			

Music Unit of Work				
Unit	Prior learning (VA)	Year 5 Summer	Prior key vocabulary	
National Curriculum Subject Content:	 increasing accuracy, fluency, con Improvise and compose music for Listen with attention to detail an Use and understand staff/stave at Appreciate and understand a wide and from great composers and no 	or a range of purposes using the into d recall sounds and other musical notations de range of high-quality live and rec nusicians	 Picking Plucking Strumming Open strings Chord Pitch Rhythm Tempo Tablature Crotchet Quaver Minim Crotchet rest Improvisation Tonality Octave and playing musical instrumerated dimensions of muse	sic
Knowled	 Develop an understanding of the 	e history of music	Key Vocabulary	
Intended Knowledge	 Know how to play A C D E F G A Know how to read A C D E on a s Know how to identify different st classical) Know how to use musical notation using given notes Know how to improvise playing to the control of the contr	Know how to play A C D E F G A Know how to read A C D E on a stave Know how to identify different styles of music (e.g. jazz, blues, classical) Know how to use musical notation to compose a piece of music using given notes Know how to improvise playing using a given style Know how to play instruments with growing confidence and		mpo, time tave, quaver
Assessment Outcomes	 Procedural Knowledge I can play A C D E F G A with a clear sound across the instrument I can play my instrument using good breath control and stamina I can sing with accurate pitch from memory and developing expression I can compose a piece of music using accurate musical notation I can perform in a concert 		 Declarative Kno I can read quaver, mideats using A C D E F I can listen, compare music from a diverse styles and musical performance of read to describe music confeatures such as instructions. I can use a range of read describe music confeatures such as instructions. 	nim and crotchet G A and evaluate range of genres, eriods. nusical vocabular mmenting on ruments, time
Significant music	•		·	

		Music Unit of Work Year 5 Summer		
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Brass	 To play a song reading notation To read time and key signatures To perform as an ensemble To discuss music from different genres To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.) I can improvise and compose pieces using melodies and chords on the guitar 	 To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together To use my voice and instruments creatively, making subtle changes to timbre, articulation, pitch and dynamics to achieve effects or create styles, moods and atmosphere To read and perform from graphic notation I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff,) and 	 Picking Plucking Strumming Open strings Chord Pitch Rhythm Tempo Tablature Crotchet Quaver Minim Crotchet rest Improvisation Tonality Octave Accent Arpeggio Staccato Legato Major Timbre Semi-breve 	
National Curriculum Subject Content:	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 Use and understand staff/stave 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			
Knowledg		instary of music	Key Vocabulary	
Intended Knowledge	Know how to play A B C D E F G A Know how to read A B C D E on a stave Know how to use articulation through tonguing and slurring Know how to identify different styles of music (e.g. jazz, blues, classical) Know how to use graphic notation to compose a piece of music using given notes Know how to improvise playing using a given style Know how to play instruments with growing confidence and accuracy		Breath control, staccato, legato, slur, octave, syncopation, tempo, time signature, bar, barline, stave, semibreve, minim, crotchet, quaver Breath control, staccato, legato, slur, octave, slur, octave, syncopation, tempo, time signature, bar, barline, stave, semibreve, minim, crotchet, quaver	
Assessment Outcomes	 Procedural Knowledge I can play A B C D E F G A with growing accuracy I can play my instrument using accurate articulation (tonguing and slurring) I can sing with accurate pitch from memory and developing expression I can sustain higher notes using breathing techniques I can compose a piece of music using accurate graphic notation I can perform in a concert I can sing with accurate pitch from memory 		 Declarative Knowledge I can read quaver, minim and crotchet beats using A B C D E F G A I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods. I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation. 	
Significant music	•		I	