

Music Unit of Work Year 5 Autumn				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Brass	<ul style="list-style-type: none"><li>• To play a song reading notation</li><li>• To read time and key signatures</li><li>• To perform as an ensemble</li><li>• To discuss music from different genres</li><li>• To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.)</li><li>• I can improvise and compose pieces using melodies and chords on the guitar</li></ul>	<ul style="list-style-type: none"><li>• To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</li><li>• 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</li><li>• To read and perform from graphic notation</li><li>• I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions</li></ul>	<ul style="list-style-type: none"><li>• Picking</li><li>• Plucking</li><li>• Strumming</li><li>• Open strings</li><li>• Chord</li><li>• Pitch</li><li>• Rhythm</li><li>• Tempo</li><li>• Tablature</li><li>• Crotchet</li><li>• Quaver</li><li>• Minim</li><li>• Crotchet rest</li><li>• Improvisation</li><li>• Tonality</li><li>• Octave</li></ul>	<ul style="list-style-type: none"><li>• Genre</li><li>• Accent</li><li>• Arpeggio</li><li>• Staccato</li><li>• Legato</li><li>• Major</li><li>• Minor</li><li>• Timbre</li><li>• Semi-breve</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• Listen with attention to detail and recall sounds</li><li>• Use and understand staff/stave and other musical notations</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• Develop an understanding of the history of music</li></ul>			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none"><li>• Know how to assemble and hold the brass instrument correctly</li><li>• Know how to play C D E</li><li>• Know how to read C D E on a stave</li><li>• Know how to read crotchet and minims on a stave</li><li>• Know how to identify different styles of music (e.g. jazz, blues, classical)</li><li>• Know about song structure</li></ul>		<ul style="list-style-type: none"><li>• Tonguing, articulation, buzz, vibration, improvisation, breathing, warm-up, beat/pulse, tempo, pitch, crotchet, minim, semibreve</li></ul>	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none"><li>• I can assemble and hold my instrument correctly</li><li>• I can play C D E</li><li>• I can improvise a short phrase using one note</li><li>• I can perform for others</li><li>• I can sing with accurate pitch from memory</li></ul>		<p>Declarative Knowledge</p> <ul style="list-style-type: none"><li>• I can read crotchets and minim beats using C D E</li><li>• I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.</li><li>• I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.</li></ul>	
Significant music	<ul style="list-style-type: none"><li>•</li></ul>			

Music Unit of Work Year 5 Spring				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Clarinet	<ul style="list-style-type: none"><li>To play a song reading notation</li><li>To read time and key signatures</li><li>To perform as an ensemble</li><li>To discuss music from different genres</li><li>To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.)</li><li>I can improvise and compose pieces using melodies and chords on the guitar</li></ul>	<ul style="list-style-type: none"><li>To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</li><li>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</li><li>To read and perform from graphic notation</li><li>I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions</li></ul>	<ul style="list-style-type: none"><li>Picking</li><li>Plucking</li><li>Strumming</li><li>Open strings</li><li>Chord</li><li>Pitch</li><li>Rhythm</li><li>Tempo</li><li>Tablature</li><li>Crotchet</li><li>Quaver</li><li>Minim</li><li>Crotchet rest</li><li>Improvisation</li><li>Tonality</li><li>Octave</li></ul>	<ul style="list-style-type: none"><li>Genre</li><li>Accent</li><li>Arpeggio</li><li>Staccato</li><li>Legato</li><li>Major</li><li>Minor</li><li>Timbre</li><li>Semi-breve</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds</li><li>Use and understand staff/stave and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music</li></ul>			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none"><li>Know how to play C D E F G</li><li>Know how to read C D E F G on a stave</li><li>Know how to read quavers on a stave</li><li>Know how to identify different styles of music (e.g. jazz, blues, classical)</li><li>Know what a harmony is and how to create it</li><li>Know how to use graphic notation to compose a piece of music using 3 notes</li><li>Know what <i>p</i> and <i>f</i> mean when playing</li></ul>		<ul style="list-style-type: none"><li>Octave, tempo, stave, quaver, time signature, bar line, pulse, crotchet, minim,</li></ul>	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none"><li>I can play C D E F G</li><li>I can play my instrument using different techniques ( e.g. slide/valves)</li><li>I can perform with others or solo</li><li>I can sing with accurate pitch from memory and developing expression</li><li>I can compose a piece of music using musical notation</li><li>I can begin to develop dynamic control (e.g. <i>p</i> and <i>f</i>)</li></ul>		<p>Declarative Knowledge</p> <ul style="list-style-type: none"><li>I can read quaver beats using C D E F G</li><li>I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.</li><li>I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.</li></ul>	
Significant music	<ul style="list-style-type: none"><li></li></ul>			

Music Unit of Work Year 5 Spring				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Brass	<ul style="list-style-type: none"><li>To play a song reading notation</li><li>To read time and key signatures</li><li>To perform as an ensemble</li><li>To discuss music from different genres</li><li>To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.)</li><li>I can improvise and compose pieces using melodies and chords on the guitar</li></ul>	<ul style="list-style-type: none"><li>To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</li><li>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</li><li>To read and perform from graphic notation</li><li>I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions</li></ul>	<ul style="list-style-type: none"><li>Picking</li><li>Plucking</li><li>Strumming</li><li>Open strings</li><li>Chord</li><li>Pitch</li><li>Rhythm</li><li>Tempo</li><li>Tablature</li><li>Crotchet</li><li>Quaver</li><li>Minim</li><li>Crotchet rest</li><li>Improvisation</li><li>Tonality</li><li>Octave</li></ul>	<ul style="list-style-type: none"><li>Genre</li><li>Accent</li><li>Arpeggio</li><li>Staccato</li><li>Legato</li><li>Major</li><li>Minor</li><li>Timbre</li><li>Semi-breve</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds</li><li>Use and understand staff/stave and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music</li></ul>			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none"><li>Know how to play A B C D E</li><li>Know how to read A B C D E on a stave</li><li>Know how to read quavers on a stave</li><li>Know how to identify different styles of music (e.g. jazz, blues, classical)</li><li>Know what a harmony is and how to create it</li><li>Know how to use graphic notation to compose a piece of music using 3 notes</li><li>Know how to control breathing whilst playing</li><li>Know what <i>p</i> and <i>f</i> mean when playing</li></ul>		<ul style="list-style-type: none"><li>Breath control, warm-up, compose, structure, beat/pulse, tempo, pitch, dynamics, bar, barline, stave, time signature, semibreve, minim, crotchet, quaver</li></ul>	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none"><li>I can play A B C D E</li><li>I can play my instrument using different techniques ( e.g. slide/valves)</li><li>I can perform for others in a round</li><li>I can sing with accurate pitch from memory and developing expression</li><li>I can sustain higher notes using breathing techniques</li><li>I can compose a piece of music using graphic notation</li><li>I can begin to develop dynamic control (e.g. <i>p</i> and <i>f</i>)</li><li>I can sing with accurate pitch from memory</li></ul>		<p>Declarative Knowledge</p> <ul style="list-style-type: none"><li>I can read quaver beats using A B C D E</li><li>I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.</li><li>I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.</li></ul>	
Significant music	<ul style="list-style-type: none"><li></li></ul>			

Music Unit of Work Year 5 Summer				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Clarinet	<ul style="list-style-type: none"><li>To play a song reading notation</li><li>To read time and key signatures</li><li>To perform as an ensemble</li><li>To discuss music from different genres</li><li>To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.)</li><li>I can improvise and compose pieces using melodies and chords on the guitar</li></ul>	<ul style="list-style-type: none"><li>To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</li><li>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</li><li>To read and perform from graphic notation</li><li>I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions</li></ul>	<ul style="list-style-type: none"><li>Picking</li><li>Plucking</li><li>Strumming</li><li>Open strings</li><li>Chord</li><li>Pitch</li><li>Rhythm</li><li>Tempo</li><li>Tablature</li><li>Crotchet</li><li>Quaver</li><li>Minim</li><li>Crotchet rest</li><li>Improvisation</li><li>Tonality</li><li>Octave</li></ul>	<ul style="list-style-type: none"><li>Genre</li><li>Accent</li><li>Arpeggio</li><li>Staccato</li><li>Legato</li><li>Major</li><li>Minor</li><li>Timbre</li><li>Semi-breve</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>Listen with attention to detail and recall sounds</li><li>Use and understand staff/stave and other musical notations</li><li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>Develop an understanding of the history of music</li></ul>			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none"><li>Know how to play A C D E F G A</li><li>Know how to read A C D E on a stave</li><li>Know how to identify different styles of music (e.g. jazz, blues, classical)</li><li>Know how to use musical notation to compose a piece of music using given notes</li><li>Know how to improvise playing using a given style</li><li>Know how to play instruments with growing confidence and accuracy</li></ul>		<ul style="list-style-type: none"><li>Octave, syncopation, tempo, time signature, bar, barline, stave, quaver</li></ul>	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none"><li>I can play A C D E F G A with a clear sound across the instrument</li><li>I can play my instrument using good breath control and stamina</li><li>I can sing with accurate pitch from memory and developing expression</li><li>I can compose a piece of music using accurate musical notation</li><li>I can perform in a concert</li></ul>		<p>Declarative Knowledge</p> <ul style="list-style-type: none"><li>I can read quaver, minim and crotchet beats using A C D E F G A</li><li>I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.</li><li>I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch.</li></ul>	
Significant music	<ul style="list-style-type: none"><li></li></ul>			

Music Unit of Work Year 5 Summer				
Unit	Prior learning (Y4)	Future learning (Y6)	Prior key vocabulary	
Brass	<ul style="list-style-type: none"><li>• To play a song reading notation</li><li>• To read time and key signatures</li><li>• To perform as an ensemble</li><li>• To discuss music from different genres</li><li>• To display a knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc.)</li><li>• I can improvise and compose pieces using melodies and chords on the guitar</li></ul>	<ul style="list-style-type: none"><li>• To sing and play with a sense of ensemble, following performance directions, understanding how different parts fit together</li><li>• 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</li><li>• To read and perform from graphic notation</li><li>• I can use and understand a range of musical symbols (e.g. pp, p mp, mf, f, ff, ) and apply them to compositions</li></ul>	<ul style="list-style-type: none"><li>• Picking</li><li>• Plucking</li><li>• Strumming</li><li>• Open strings</li><li>• Chord</li><li>• Pitch</li><li>• Rhythm</li><li>• Tempo</li><li>• Tablature</li><li>• Crotchet</li><li>• Quaver</li><li>• Minim</li><li>• Crotchet rest</li><li>• Improvisation</li><li>• Tonality</li><li>• Octave</li></ul>	<ul style="list-style-type: none"><li>• Genre</li><li>• Accent</li><li>• Arpeggio</li><li>• Staccato</li><li>• Legato</li><li>• Major</li><li>• Minor</li><li>• Timbre</li><li>• Semi-breve</li></ul>
National Curriculum Subject Content:	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• Listen with attention to detail and recall sounds</li><li>• Use and understand staff/stave and other musical notations</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>• Develop an understanding of the history of music</li></ul>			
Knowledge:			Key Vocabulary	
Intended Knowledge	<ul style="list-style-type: none"><li>• Know how to play A B C D E F G A</li><li>• Know how to read A B C D E on a stave</li><li>• Know how to use articulation through tonguing and slurring</li><li>• Know how to identify different styles of music (e.g. jazz, blues, classical)</li><li>• Know how to use graphic notation to compose a piece of music using given notes</li><li>• Know how to improvise playing using a given style</li><li>• Know how to play instruments with growing confidence and accuracy</li></ul>		<ul style="list-style-type: none"><li>• Breath control, staccato, legato, slur, octave, syncopation, tempo, time signature, bar, barline, stave, semibreve, minim, crotchet, quaver</li></ul>	
Assessment Outcomes	<p>Procedural Knowledge</p> <ul style="list-style-type: none"><li>• I can play A B C D E F G A with growing accuracy</li><li>• I can play my instrument using accurate articulation (tonguing and slurring)</li><li>• I can sing with accurate pitch from memory and developing expression</li><li>• I can sustain higher notes using breathing techniques</li><li>• I can compose a piece of music using accurate graphic notation</li><li>• I can perform in a concert</li><li>• I can sing with accurate pitch from memory</li></ul>		<p>Declarative Knowledge</p> <ul style="list-style-type: none"><li>• I can read quaver, minim and crotchet beats using A B C D E F G A</li><li>• I can listen, compare and evaluate music from a diverse range of genres, styles and musical periods.</li><li>• I can use a range of musical vocabulary to describe music commenting on features such as instruments, time signature, dynamics, tempo, timbre, pitch, articulation.</li></ul>	
Significant music	<ul style="list-style-type: none"><li>•</li></ul>			