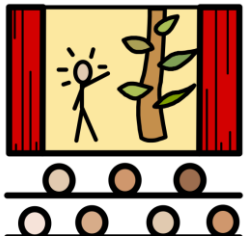




**Music
Year 5**



Unit	Shaping Music	Unlocking Vocal Potential	Sounds dramatic	Decoding sound and notation	Carnival Time 1	Music Speaks
National Curriculum	Aims The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 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.					
Unit Link	Shaping Music/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Unlocking Vocal Potential/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Sounds Dramatic/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Decoding Sound and Notation/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Carnival Time 1/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub	Music Speaks/Year 5/NEW: Creative Music Scheme/Home – Cornwall Music Hub
Music Style	Soul, Rhythm and blues	Musical theatre	Music Production: "Spooky Story" track in YuStudio using major and minor	Reggae	Samba	Create and produce music to a hip hop theme

			chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood 			
Musician	Nina Simone- soul singer 	Suzanne Shaw- pantomime singer 	Max Wheeler- Music producer 	Rocky Dawuni 	Cartola 	Will Smith 
Unit outcome	By the end of this unit, children will be able to: 1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	By the end of this unit, children will be able to: 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	By the end of this unit, children will be able to: 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. Reflect on and evaluate musical decisions by performing compositions	By the end of this unit, children will be able to: 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	By the end of this unit, children will be able to: 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 and Response sections, integrating learned patterns	By the end of this unit, children will be able to: 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.

			individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness		into full samba compositions.	
Knowledge	Lesson 1- I know a dot adds half the value of the note it is next to. Tim-ri = a dotted quaver and a semi quaver = 1 beat. Lesson 2- I know how to connect a steady beat, rhythm patterns and melodic ideas as a way of creating music Lesson 3- I know that major and minor scales are contrasting because they are constructed differently Lesson 4- I know how to use reflective listening to provide and receive feedback Lesson 5- I know where the C major scale notes are	Lesson 1- I know the rhythm syllable tri-p-let has 3 regular, evenly weighted sounds and = 1 beat. Lesson 2- I know how to develop a strong vocal foundation through warmups that focus on posture, breathing, pitch and diction. Lesson 3- I know that warmups and lead exercises strengthens vocal skills Lesson 4- I know how warm-ups, review exercises, and rehearsing songs help improve my vocal skills and prepare me for performances. Lesson 5- I know the mnemonic FACE	Lesson 1- I know ri-tim is another dotted rhythm syllable = 1 beat and is the reverse of tim-ri. Ri-tim = 1 semiquaver + dotted quaver. Lesson 2- I know how music technology, storyboarding, and melodic ideas work together to create a spooky narrative in YuStudio. Lesson 3- I know how rhythmic patterns, basslines, and musical layers work together to build tension, atmosphere, and storytelling in my Spooky Story composition Lesson 4- I know how narration, sound effects, and mixing techniques	Lesson 1- I know 6,8-time means 6 quavers in a bar; but when played, the music feels like there are two strong counts. Lesson 2- I know how pulse, tempo, pitch, and musical style (including reggae off-beat rhythms) help shape the mood and performance of a song like "Heal The Earth". Lesson 3- I know how pitch, articulation, dynamics, and note choice affect musical expression, and I understand how drones, melodies, and group improvisation fit together to create a structured and expressive performance.	Lesson 1- I know tiri-ti = 1 beat and is built of two semi-quavers and a quaver. Lesson 2- I know that samba comes from Brazil, especially Rio de Janeiro, and I understand the names, roles, and sounds of key samba instruments and how their rhythms fit together to create the samba groove. Lesson 3- I know how different rhythms, textures, and musical roles work together in a group, and I understand how communication, listening, and improvisation help create a cohesive ensemble performance.	Lesson 1- I know that ti-tiri is the inverse of tiri-ti; worth 1 beat and built of 1 quaver and two semi-quavers. Lesson 2- I know where Hip-Hop comes from, what makes its style unique, and I understand key musical concepts like tempo, bars, loops, and groove that help shape Hip-Hop tracks. Lesson 3- I know how melody and harmony work with rhythm in Hip-Hop, and I understand how sections like intro, verse, chorus, and bridge — along with rap or vocal samples — help build a balanced and expressive composition.

	positioned on the musical stave.	tells me which notes go in spaces, and, Every Good Bear Deserves Food reminds me which notes go on lines.	work together to create a clear, atmospheric, and engaging Spooky Story composition. Lesson 5- I know F major melodies with fast rhythm syllables need to start and finish in F and use simple steps, not big leaps.	Lesson 4- I know how to evaluate musical accuracy, balance, and expression, and I understand how all the elements I've learned—rhythm, melody, drones, contrasts, and ensemble skills—combine to create a confident and polished final performance. Lesson 5- I know pitches used for a composition in 6,8 time has to be in steps, small skips or repeats, as the music will be fast.	Lesson 4- I know how to use rhythm, tempo, dynamics, and feedback to improve a composition, and I understand how ensemble skills—like listening, coordination, and balance—help create a successful group performance. Lesson 5- I know that fast rhythm syllables in 2,4 time and in the key of G major is going to produce a bright and lively melody.	Lesson 4- I know how sound design and mixing choices affect the mood and clarity of a track, and I understand how critical listening helps me improve my composition before sharing or performing it. Lesson 5- I know the pitches of the E minor scale should be arranged in stepwise motion to produce a repeatable, singable melody.
Skills	Lesson 1- I can use tim-ri, ta, te-te and ta-a to create a lively 8-bar composition with a bouncy feel. Lesson 2- I can use strategies for successful improvisation that help me stay focused, creative, and responsive in the moment. These	Lesson 1- I can identify tri-p-let, tim-ri, ta and Sh! in a well-known song and apply the rhythm pattern of the melody to a 2,4-rhythm grid. Lesson 2- I can practice unison singing. Lesson 3- I can develop awareness	Lesson 1- I can use rhythm syllables te-te, ri-tim, tim-ri, sh!, ta, ta-a and ta-a-a to compose an 8-bar piece in 4,4 time. Lesson 2- I can use YuStudio tools to create tracks, choose instruments, experiment with pitch and melody, and refine musical	Lesson 1- I can use tai, ta-ti, ta-a-a and tri-o-la to compose a piece in 6,8 time which is 16-bars long. Lesson 2- I can sing the verse and chorus with expression, read simple notation (D, E, F), play instrumental drones, and work with others	Lesson 1- I can read, write and play rhythm grids in 2,4 time containing te-te, tiri-tiri, tiri-ti and ta. Lesson 2- I can perform and maintain samba rhythms using body percussion and instruments, keeping a steady pulse and playing confidently	Lesson 1- In grid notation, I can use te-te, tim-re, ti-tiri, tiri-tiri and ta to compose a 4-bar composition to be performed with a partner, following a chosen structure. Lesson 2- I can listen for rhythm, beat, and basslines in Hip-Hop music and create my own

strategies allow me to build on ideas, adapt quickly, and keep the flow of the performance moving forward.

Lesson 3- I can use the major scale built on the notes C, D, E, F, G, A, B, and C to help me understand melodies, create musical ideas, and improve my overall musicianship.

Lesson 4- I can perform a soul song to an audience with confidence and expression, using my voice and emotion to connect with the listeners

Lesson 5- After choosing pitches for my rhythmical composition, I can write up my composition on the musical stave.

of verse-chorus contrasts, practise two-part harmony, and use rhythm and expressive storytelling to enhance performance.

Lesson 4- I can work with others by taking on roles, practicing difficult sections, giving peer feedback, and reflecting on the musical and emotional elements of my performance.

Lesson 5- I can identify all the notes of a song and label them to enable me to play the melody on a glockenspiel.

ideas so they match the mood and tension of my spooky story.

Lesson 3- I can create and refine drum patterns, basslines, and musical motifs in YuStudio, adjusting timing, loops, and dynamics so my music matches the pacing, plot points, and dramatic moments of my story while collaborating with others to make creative decisions.

Lesson 4- I can record and integrate narration, apply sound effects, adjust volume and balance, and refine my track using feedback so that my final Spooky Story is expressive, cohesive, and ready to share with an audience.

Lesson 5- I can perform my composition to a steady beat and with accuracy of pitch and rhythm

to listen carefully, use musical terminology, and perform confidently as part of an ensemble.

Lesson 3- I can improvise and perform short musical phrases using different notes, dynamics, and articulations, and I can work with others to balance sounds, keep a steady pulse, and create expressive ensemble music..

Lesson 4- I can rehearse and perform a complete piece with accurate timing, clear expression, and balanced ensemble playing, using feedback to refine my musical contrasts, notation reading, and overall performance.

Lesson 5- I can refer to the D minor stave to help me notate my composition on the musical stave, using structure and

as part of an ensemble.

Lesson 3- I can use hand symbols, rhythmic patterns, and call-and-response techniques to perform confidently in an ensemble, swapping roles and instruments while keeping a steady pulse and responding to musical cues.

Lesson 4- I can create and perform my own call-and-response rhythms, work with others to rehearse and refine a whole-class samba piece, and perform confidently by keeping in time, responding to cues, and making expressive musical choices.

Lesson 5- I can read and play my music, including tiri-tiri and tiri-ti from the musical stave by labelling or colour coding the notes.

simple beats using kick, snare, and hi-hat patterns, experimenting with loops, layers, and different musical ideas.

Lesson 3- I can create and arrange my own Hip-Hop sections by adding chord progressions and melodies to my beats, using pitch, harmony, and layering to shape the mood and structure of my track.

Lesson 4- I can refine my Hip-Hop track by adjusting volume levels, adding effects, and using mixing techniques like EQ and delay to improve balance, excitement, and overall sound quality.

Lesson 5- I can notate a 4,4 composition on the stave in E minor and perform it alongside a partner.

			because I memorised phrases as I practised.	repeated notes for simplicity.		
Perform and Share	In the final weeks, children perform and share their completed Hip-Hop tracks in a supportive and celebratory environment <i>Who - assembly</i>	Conduct paired performances with peer feedback. Run dress rehearsal and final performance, recording for reflection. Discuss musical and emotional elements, identify areas for improvement, and compile final assessment evidence. <i>Who- perform in pairs within the class</i>	Perform or present completed Spooky Story tracks to peers or record for a wider audience. Reflect on creative and technical decisions using the Artist Evaluation video. Discuss strengths, areas for improvement, and storytelling through music technology. Celebrate achievements, focusing on confidence, expressive performance, and collaborative evaluation <i>Who- show performances to parallel class, or the year below</i>	Conduct final rehearsals and perform "Heal The Earth", including drones and optional secondary parts. Share performances in class, assemblies, or record them for later reflection. Discuss learning outcomes related to musical contrasts, notation reading, ensemble skills, and expressive performance. Reflect on individual and group progress, celebrating creativity, confidence, and interpretation skill <i>Who- assembly</i>	Create call-and-response compositions using learned rhythms in groups. Develop a whole-class samba composition, integrating individual and ensemble sections. Rehearse with focus on rhythm, tempo, dynamics, and expressive delivery. Perform to an audience or class and reflect on progress, skills, and musical achievement <i>Who- families or record performance for social media</i>	In the final weeks, children perform and share their completed Hip-Hop tracks in a supportive and celebratory environment. Children reflect on their creative decisions, evaluate how melody, rhythm, and vocals interact, and discuss what they have learned about composition, arrangement, and mixing <i>Who- parallel class or the year below</i>
Vocabulary	Improvise compose ternary form drone melody major scale	Pantomime solos chorus harmony cantata carol	Composer producer track bar beat pulse	Beat bass rhythm offbeat tempo melody	Pulse Rhythm Ensemble dynamics call and response tempo	Flow Bars Rhythm Beat Chorus Cypher

Singing	Sing songs with a sense of ensemble and performance. Observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform in school assemblies and other performance opportunities.
Playing Instruments	Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords.
Listening	Develop and expand musical understanding through critical listening. Understand the stories, origins, traditions, history and social context of Brazilian samba
Creating	Improvise freely over a drone or groove, developing a sense of shape and character. Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). Compose melodies made from pairs of phrases in a major and minor key. Compose a short ternary piece. Enhance these melodies with rhythmic or chordal accompaniment
Music Technology	Use the Music Notepad tool to create a ternary piece. Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment
Musicianship or Performing and Notation	Play and perform melodies following staff notation written up to one octave. Understand and play triads/chords. Add chordal accompaniments to songs. Combine acoustic instruments to form mixed ensembles. Develop the skill of playing by ear, copying longer phrases and familiar melodies. Understand semibreves, minims, crotchets, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4