Music Upper KS2

Y5/6 Cycle A			Cycle B		
Autumn 1	Spring 1	Summer 1	Autumn 1	Spring 1	Summer 1
Looping and remixing	**Composition notation (Theme: Ancient Egypt)**	**Songs of World War 2**	**South Africa**	**Instrumental music unit - (South Africa Theme)**	**Musical theatre**
In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	Developing accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	This is the first whole class musical instrument unit and it develops children's rhythmic, singing and notation skills.	Children learn how singing, acting, and dancing combine to create an overall performance.
1.To play a simple looped rhythm from notation. 2.To explore how sound can be layered using loops. 3. To play a melody line accurately and fluently. 4. To select a section of a tune and perform it as a loop. 5. To combine loops to create a remix.	1.To sing with accuracy, fluency, control and expression. 2. To explore and use different forms of notation. 3. To understand note length. 4. To read simple pitch notation. 5. To use hieroglyphs and stave notation to write a piece of music.	1. To use musical vocabulary to identify features of different eras of music. 2. To improve accuracy in pitch and control for singing with expression and dynamics. 3. To identify pitches within an octave when singing. 4. To use knowledge of pitch to develop confidence when singing in parts. 5. To be able to notate a melody using pitches up to an octave.	1. To sing a traditional African song unaccompanied. 2. To use tuned percussion to play a chord progression. 3. To use vocals or tuned percussion to perform a piece of music as an ensemble. 4. To play call and response rhythms using percussion instruments. 5. To create an eight-beat break to play within a performance.	1.To identify the basic key features of staff notation 2.To recognise and play minims by ear and from staff notation 3.To recognise and play semibreves by ear and staff notation 4.To recognise and play crochets and crotchet rests by ear and from staff notation 5.To compose rhythmic patterns for a gumboot dance	1. .To understand the history of musical theatre. 2. To identify character songs and action songs. 3. To create a musical theatre scene. 4. To rehearse a musical theatre scene. 5. To perform a musical theatre scene.
Accuracy, body percussion, layers, looped rhythm, melody line, ostinato, rhythm, backbeat, fragment, loop, melody, notation, remix, riff	Balance, control, dotted minim, expression, fluency, minim, composition, crotchet, ensemble, features, lyric, minor key	Accuracy, compare, complement, counter-melody, dynamics, expression, graphic score, backing track, contrast, control, diaphragm, era, features, harmony	acapella, call and response, chord progression, djembe, dynamics, ensemble, improvisation, break, chords, diction, duo, eight-beat break, expression, major chord	Staff, crochet, rest, semi breve, minim, by ear, notation	Action song, book musical, choreographer, comic opera, designer, director, ensemble, backdrop, character song, composer, costumes, dialogue, duet, hip-hop musical

Truro & Penwith Academy Trust

Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2
Theme and variations (Theme: Pop Art)	**Baroque**	**Composing and performing a Leavers' song**	**Blues**	**Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)**	**Film music**
Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	Unit exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.	Children spend the topic creating their very own leavers' song personal to their experiences as a class.	Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	Appraising the work of Mendelssohn and further developing improvisation and composition skills.	Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.
1 To explore the musical concept of theme and variations. 2. To compare and contrast different variations in the piece The Young Person's Guide to the Orchestra. 3. To use complex rhythms to be able to perform a theme. 4. To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. 5. To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	1. To understand the importance of Monteverdi in the history of opera. 2. To read and play a canon from staff notation. 3. To demonstrate an understanding of Baroque music features when composing. 4. To combine knowledge of staff notation and aural awareness to play a fugue. 5. To apply their understanding of fugue structure when performing with others.	1. To listen to and describe music. 2. To write lyrics for a song. 3. To organise lyrics into a song structure. 4. To use vocal improvisation and known melodies against a backing track. 5. To compose a melody. 6. To compose a verse melody.	1. To know some features of blues music. 2. To play the first line of the 12-bar blues. 3. To be able to play the 12-bar blues. 4. To be able to play the blues scale on a tuned instrument. 5. To be able to improvise with notes from the blues scale.	1. To appraise the work of a classical composer (Felix Mendelssohn). 2. To improvise as a group, using dynamics and pitch. 3. To improvise as a group, using texture. 4. To use knowledge of dynamics, texture and pitch to create a group composition. 5. To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	1. To appraise different musical features in a variety of film contexts. 2. To identify and understand some composing techniques in film music. 3. To use graphic scores to interpret different emotions in film music. 4 To create and notate musical ideas and relate them to film music. 5. To play a sequence of musical ideas to convey emotion
3 / 4 time, accidentals, diaphragm, motif, percussion, pitch, pulse, 4 /4 time, body percussion, legato, orchestra, phrases, pizzicato, quaver	Baroque, bass, counter melody, fugue, improvise, melody, opera, bass clef, canon, counter-subject, ground bass, melodic ostinato, musical	Allegro, backing track, chord progression, crescendo, dynamics, forte, lyrics, arrangement, chorus, compose, diminuendo o, evaluate, largo, melody	12 bar blues, backing track, bent notes, blues scale, convey, expression, flat, ascending scale, bar, blues, chord, descending scale, features, improvisation	Classical, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture.	accelerando, brass, chords, clashing, conversation, crescendo, dynamics, body percussion, characteristics, Chromatics, composition, convey, descending, emotion.