



Lawn Music Curriculum



Year Five Progression of Knowledge and Skills

Units of Work:	Livin' on a Prayer Classroom Jazz 1 Make you feel my love The Fresh prince of Bel Air Dancing in the Street Reflect, Rewind and Replay
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National Curriculum

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.

Key Vocabulary

Rock, bridge, beat, backbeat, amplifier, chorus, riff, hook, melody, appraising, Bossa Nova, syncopation, structure, swing, note values, big bands, pulse, rhythm, solo, ballad, verse, interlude, tag, ending, strings, piano, guitar, bass, drums, cover, old school hip hop, rap, deck, backing loop, funk, scratching, tempo, dynamics, timbre, texture, soul, groove bassline, brass section, harmony.

What pupils need to know or do to be secure

Musicianship: Understanding Music

Prior Learning

Know about time signatures of 2, 3 and 4 beats in the bar.
To know how to copy back and improvise simple rhythmic patterns, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers and their rests, ear or from notation.

Future Learning

To understand the note length of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quaver, semiquavers and their rests.

Knowledge and skills:

Use body percussion instruments and voices,

In the centres of C major, F major, G major, D major and A minor.

In the time signature of 2/4, 3/4, 4/4, 5/4 and 6/8

Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Copy back melodic patterns using the notes {C, D, E} {C, D, E, G, A, B} {D, E, F#, G, A} {A, B, C, D, E, F#, G} {F, G, A, Bb, C, D, E} {G, A, B, D, E, F#}

Listening: Respond/Analyse

Prior learning	Future learning
<p>To know what is meant by the 2/4, 3/4, and 4/4 metre.</p> <p>To know the pentatonic scale and recognise the notes.</p> <p>To be able to recognise major and minor tonality.</p> <p>To know what is meant by the terms legato and staccato.</p>	<p>To know about and identify the 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>To know about the structure of a piece of music and talk about using the correct terminology.</p> <p>To explain rapping using appropriate vocabulary.</p>

Knowledge and skills:

Justify a personal opinion with reference to musical elements.

Identify a 2/4, 3/4, 6/8 and 5/4 metre.

Identify instruments by ear, through a range of media.

Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, improvisation and call and response.

Recognise the sound and notes of the pentatonic and blues scale, by ear and from notation.

Explain the role of a main theme in a musical structure.

Explain rapping.

Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century orchestral, reggae, Soul, R & B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Funk, Choral, and Electronic Dance Music.

Singing

Prior Learning	Future Learning
<p>To sing with an awareness of different time signatures of 2/4, 3/4 and 4/4.</p> <p>To sing 'on pitch' and 'in time'.</p> <p>To show an awareness of breathing and phrasing when singing.</p>	<p>To be able to sing with an awareness of 6/8 time.</p> <p>To sing paying attention to dynamics and articulation.</p> <p>To sing a second part of a song with control.</p>

Knowledge and skills:

Rehearse and learn songs from memory and/or with notation.

Sing in 2/4, 3/4, 4/4 and 6/8 time.

Sing a second part in a song.
 Self -correct if lost or out of time.
 Sing expressively with attention to dynamics and articulation.
 Develop confidence as a soloist.
 Respond to the leader or conductor.

Notation

Prior learning

To know the difference between minims, crotchets, paired quavers and rests.
 To be able to follow and perform a simple rhythmic score.

Future learning

To recognise and know how notes are grouped when notated.
 To be able to talk about the stave and symbols on the stave, the names of notes on the lines and in the spaces, and to name barlines and sharp and flat signs.

Knowledge and skills:

Explore standard notation using minims, dotted crotchets, crotchets, quavers, and semiquavers.
 Read and respond to the above.
 Recognise how notes are grouped when notated.
 Identify the stave and symbols on the stave, the names of the notes on the lines and in spaces, barlines, and flat and sharp signs.
 Understand the differences between 2/4, 3/4 and 4/4 time signatures.
 Recognise and perform pitch notation within an octave.

Playing instruments

Prior Learning

To be able to play a melodic part in C major, F major, G major and D major.

Future Learning

To know how to play melodies on tuned percussion or keyboards following staff notation.

Knowledge and skills:

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, g major, Eb major, C minor and D minor.
 Play melodies on tuned percussion or keyboards, following staff notation as whole class and then smaller group performances.

Creating: Improvising

Prior Learning	Future Learning
To add musical features to compositions including smooth (legato) and detached (staccato) articulation. Begin to improvise over a chord progression.	To experiment with a wider range of dynamics including very loud (fortissimo) very quiet (pianissimo), moderately loud (mezzo forte) ab moderately quiet (mezzo piano)
Knowledge and skills: Explore improvisation within a major scale using these notes: {C,D,Eb,F,G} {C,D,E,F,G} {C,D,E,G,A} {F,G,A,Bb,C} {D,E,F,G,A} Improvise over a simple groove responding to a beat and creating a melodic shape. Experiment with a wider range of dynamics.	

Creating: Composing

Prior Learning	Future Learning
To combine known notation with letter names to create pentatonic phrases. Continue to develop use of verse, chorus structure in compositions.	To know how to use more complex structures in compositions including multiple verse, chorus sections. To use the full scale and pentatonic scales in compositions. To know about chord triads and how to play them.
Knowledge and Skills: Use music technology to capture, change and combine sounds. Start to use structures within compositions e.g. introduction, multiple verse and chorus sections, AB form or ABA form. Use chords to compose music to evoke atmosphere, mood or environment. Use a wider range of dynamics. Use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion or melodic instruments. Create a melody using crotchets, quavers and minims. Use pentatonic and a full scale, use major ad minor tonality.	

Performing:

Prior Learning	Future Learning
Performing a song with increased confidence. Use of structure of the song to communicate mood and meaning.	To be able to talk musically about the strengths and weaknesses of the performance and compare recordings of the performance as an

To be able to reflect upon your own performance and to respond to any feedback for future performances.

evaluative tool.

Knowledge and skills:

Create, rehearse and present a holistic performance for a specific purpose, for an unknown audience.

Perform a range of repertoire pieces combining acoustic instruments to form mixed ensembles.

Explain why the song was chosen, including its composer and the historical and cultural content of the song.

Record the performance and compare it to a previous performance, explain how well the performance communicated the mood of each piece.

Discuss and talk musically about the strengths and weaknesses of a performance.