



Subject Overview | Music
Zetland Primary School

Year Group: 5/6

Music Year 5 and 6	Autumn	Spring	Summer
<p>Core Skills to Develop: 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.</p>	<p align="center">Cycle A</p> <p>Happy - Charanga To identify and move to the pulse with ease.</p> <ul style="list-style-type: none"> • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. 	<p>A New Year Carol - Charanga Listen carefully and respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music. <p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing 	<p>You've Got a Friend - Charanga How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <ul style="list-style-type: none"> • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols
	<p>Cycle B</p>		



	<p>Classroom Jazz - Charanga To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none">○ Some of the style indicators of the songs (musical characteristics that give the songs their style)○ The lyrics: what the songs are about○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)○ Identify the main sections of the songs (intro, verse, chorus etc.)	<p>Make You Feel My Love - Charanga To demonstrate a good singing posture.</p> <ul style="list-style-type: none">• To follow a leader when singing.• To experience rapping and solo singing.• To listen to each other and be aware of how you fit into the group.• To sing with awareness of being 'in tune'. <p>To rehearse and perform their part within the context of the Unit song.</p> <ul style="list-style-type: none">• To listen to and follow musical instructions from a leader.• To lead a rehearsal session.	<p>Fresh Prince of Bel Air - Charanga Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <ul style="list-style-type: none">• Explain the keynote or home note and the structure of the melody.• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>To record the performance and compare it to a previous performance.</p> <ul style="list-style-type: none">• To discuss and talk musically about it - "What went well?" and "It would have been even better if...?"
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