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| **Year 5 Disciplinary Knowledge –** Disciplinary knowledge includes vocabulary, grammar, and phonics, while procedural knowledge is captured through listening, speaking, reading, and writing. Being a linguist means that disciplinary and substantive knowledge complement each other harmoniously | | | |
|  | **WTS** | **EXS** | **GDS** |
| To know that simple pictures can be used to represent the structure (organisation) of music. |  | Rest of class |  |
| To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. |  | Rest of class |  |
| To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. |  | Rest of class |  |
| To understand that a chord is the layering of several pitches played at the same time. |  | Rest of class |  |
| To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. |  | Rest of class |  |
| To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry. |  | Rest of class |  |
| To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down. |  | Rest of class |  |
| To understand that a chord is the layering of several pitches played at the same time. |  | Rest of class |  |
| To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. |  | Rest of class |  |
| To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. |  | Rest of class |  |
| To understand that major chords create a bright, happy sound. |  | Rest of class |  |
| To know that poly-rhythms means many rhythms played at once. |  | Rest of class |  |
| To know that a vocal composition is a piece of music created only using voices. |  | Rest of class |  |
| To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. |  | Rest of class |  |
| To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. |  | Rest of class |  |
| To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. |  | Rest of class |  |
| To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. |  | Rest of class |  |
| To know that a loop is a repeated rhythm or melody, and is another word for ostinato. |  | Rest of class |  |
| To know that remix is music that has been changed, usually so it is suitable for dancing to. |  | Rest of class |  |
| To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. |  | Rest of class |  |
| To know that choreography means the organisation of steps or moves in a dance. |  | Rest of class |  |
| To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action. |  | Rest of class |  |

A logo for a school

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**Music Assessment and Tracking**

**Year 5 Overview 24/25**

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| **Composition notation (Ancient Egypt)** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Sing in time and in tune with other people and the backing track. |  | Rest of class |  |
| Remember the lyrics to a song. |  | Rest of class |  |
| Identify the structure of a piece of music and match this to non-standard notation. |  | Rest of class |  |
| Improvise their own piece of music. |  | Rest of class |  |
| Play a melody with reasonable accuracy. |  | Rest of class |  |
| Perform with confidence and in time with others. |  | Rest of class |  |
| Compose and play a melody using stave notation. |  | Rest of class |  |
| Contribute meaningfully to the group performance and composition. |  | Rest of class |  |
| Use hieroglyphic notation to show the structure of their piece. |  | Rest of class |  |

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| **Blues** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Name three key features of blues music. |  | Rest of class |  |
| Sing in tune, using vocal expression to convey meaning. |  | Rest of class |  |
| Explain what a chord is and play the chord of C sixteen times. |  | Rest of class |  |
| Play the 12-bar blues correctly. |  | Rest of class |  |
| Play the notes of the blues scale in the correct order, ascending and descending. |  | Rest of class |  |
| Play a selection of blues scale notes out of order in their own improvisation. |  | Rest of class |  |

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| **South and West Africa** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Sing using the correct pronunciation and with increasing confidence. |  | Rest of class |  |
| Play a chord with two notes, remaining in time. |  | Rest of class |  |
| Maintain their part in a performance with accuracy. |  | Rest of class |  |
| Play the more complicated rhythms in time and with rests. |  | Rest of class |  |
| Create an eight beat break and play this in the correct place. |  | Rest of class |  |

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| **Compositions for the festival of colour** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Suggest a colour to match a piece of music. |  | Rest of class |  |
| Create a graphic score and describe how this matches the general structure of a piece of music. |  | Rest of class |  |
| Create a vocal composition in response to a picture and justify their choices using musical terms. |  | Rest of class |  |
| Create a vocal composition in response to a colour. |  |  |  |
| Record their compositions in written form. |  |  |  |
| Work as a group to perform a piece of music |  |  |  |

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| **Looping and remixing** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Perform a looped body percussion rhythm; keeping in time with their group. |  | Rest of class |  |
| Use loops to create a whole piece of music, ensuring that the different aspects of music work together. |  | Rest of class |  |
| Play the first section of ‘Somewhere Over the Rainbow’ with accuracy. |  | Rest of class |  |
| Choose a suitable fragment of music and be able to play it along to the backbeat. |  | Rest of class |  |
| Perform a piece with some structure and two different loops. |  | Rest of class |  |

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| **Musical theatre** | | | |
|  | **WTS** | **EXS** | **GDS** |
| Explain what musical theatre is and be able to recall at least three features of this kind of music. |  | Rest of class |  |
| Categorise songs as action songs or character songs. |  | Rest of class |  |
| Select appropriate existing music for their scene to tell the story of a journey. |  | Rest of class |  |
| Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. |  | Rest of class |  |

**Next Steps -Learning Points for next enquiry (noting revisit points for Pupils at WTS )**

**1)**

**2)**

**3)**

**4)**

**5)**

**6)**