

Year 5	Unit 1: Livin' On A Prayer	Unit 2: Classroom Jazz 1	Unit 3: Make You Feel My Love	Unit 4: The Fresh Prince Of Bel-Air	Unit 5: Dancing In The Street	Unit 6: Reflect, Rewind & Replay
Style of main song	Rock	Bossa Nova & Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit themes	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old-School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Disciplinary Knowledge	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u></p> <ul style="list-style-type: none"> - to know that structure means how the sections of a song are ordered to make a piece -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that bridge (middle 8) means contrasting section which leads back to the main section -to know that the chorus is a repeated section of a song that gives the main message 	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u></p> <ul style="list-style-type: none"> - to know that structure means how the sections of a song are ordered to make a piece -to understand that the introduction is music heard at the beginning of a piece of music or song -to understand that improvisation is to make up a tune on the spot -to know that bridge (middle 8) means contrasting section which leads back to the main section <p><u>2.Musical Activities</u></p> <ul style="list-style-type: none"> -to understand that Bossa Nova is a 	<p>Disciplinary Knowledge</p> <p><u>1. Listening</u></p> <ul style="list-style-type: none"> - to know that structure means how the sections of a song are ordered to make a piece -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that the chorus is a repeated section of a song that gives the main message -to know that a tag (ending)is a short ending tagged on to the main part of a song 	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u></p> <ul style="list-style-type: none"> - to know that structure means how the sections of a song are ordered to make a piece -to know that Rapping is a vocal technique in which a performer speaks rhythmically against a steady beat -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that the chorus is a repeated section of a song that gives the main message 	<p>Disciplinary Knowledge</p> <p><u>1.Listening</u></p> <ul style="list-style-type: none"> - to know that structure means how the sections of a song are ordered to make a piece -to understand that the introduction is music heard at the beginning of a piece of music or song -to know that the verse is a section of a song that has the same tune but different words -to know that bridge (middle 8) means contrasting section which leads back to the main section -to know that the chorus is a repeated 	<p>Disciplinary Knowledge</p> <p>Consolidation and revision</p>



Nechells Primary
E-ACT Academy

Medium Term Overview for Music

E-ACT

<p>-to know that solo is an Italian word describing the playing, singing or performing of one person or on your own</p> <p>- to understand that pulse is the heartbeat of the music</p> <p><u>2.Musical Activities</u></p> <p>- to understand that rhythm is long and short sounds or patterns that happen over the pulse</p> <p>-to understand that pitch is a musical dimension that describes the range of high and low sounds</p> <p>-to understand that melody is another name for the tune</p> <p>-to know that unison means that everyone plays or sings the same music at the same time</p> <p>-to understand what a glockenspiel is</p> <p>-to know how to play a glockenspiel correctly</p> <p>-to understand that improvisation is to make up a tune on the spot</p> <p>- to understand that composing is creating and developing musical ideas</p>	<p>Brazilian dance music that has syncopated guitar rhythms</p> <p>-to know that syncopation is music with lots of rhythmic variety, often quite difficult and that the strong beat occurs in unexpected places</p> <p>-to know that swing is a type of rhythm often associated with jazz and that notes in the rhythm pattern are made longer and shorter to create a syncopated effect</p>	<p>- to understand that pulse is the heartbeat of the music</p> <p><u>2.Musical Activities</u></p> <p>- to understand that rhythm is long and short sounds or patterns that happen over the pulse</p> <p>-to understand that pitch is a musical dimension that describes the range of high and low sounds</p> <p>-to understand that melody is another name for the tune</p> <p>-to know that unison means that everyone plays or sings the same music at the same time</p> <p>-to understand what a glockenspiel is</p> <p>-to know how to play a glockenspiel correctly</p> <p>-to understand that improvisation is to make up a tune on the spot</p> <p>- to understand that composing is creating and developing musical ideas</p>	<p>-to know that a tag (ending)is a short ending tagged on to the main part of a song</p> <p><u>2.Musical Activities</u></p> <p>- to understand that rhythm is long and short sounds or patterns that happen over the pulse</p> <p>-to understand that melody is another name for the tune</p> <p>-to know that unison means that everyone plays or sings the same music at the same time</p> <p>-to know that harmony is different notes sung or played at the same time to produce chords</p> <p>-to understand what a glockenspiel is</p> <p>-to know how to play a glockenspiel correctly</p> <p>-to understand that improvisation is to make up a tune on the spot</p> <p>- to understand that composing is creating and developing musical ideas</p>	<p>section of a song that gives the main message</p> <p>-to know that solo is an Italian word describing the playing, singing or performing of one person or on your own</p> <p>- to understand that pulse is the heartbeat of the music</p> <p><u>2.Musical Activities</u></p> <p>- to understand that rhythm is long and short sounds or patterns that happen over the pulse</p> <p>-to understand that melody is another name for the tune</p> <p>-to know that unison means that everyone plays or sings the same music at the same time</p> <p>-to know that harmony is different notes sung or played at the same time to produce chords</p> <p>-to understand what a glockenspiel is</p> <p>-to know how to play a glockenspiel correctly</p> <p>-to understand that improvisation is to make up a tune on the spot</p> <p>- to understand that composing is creating</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Nechells Primary
E-ACT Academy

Medium Term Overview for Music

E-ACT

					and developing musical ideas	
Instrumental parts	G, A + B <u>Challenge</u> <i>D, E, F# + G by ear and from notation</i>	G, A, B, D + E by ear and using the notes	C, D + E <u>Challenge</u> <i>C, D, E, F + G</i>	D + A / G + A <u>Challenge</u> <i>C, D, E, F, G, A by ear and from notation</i>	G + A by ear and using the notes <u>Challenge</u> <i>F, G, A + D</i>	Revise existing
Note Value Knowledge	Easy – minims Medium – crotchets and minims <u>Challenge</u> <i>Melody - Quavers, crotchets, dotted crotchets + quavers</i>	Easy – crotchets and rests Medium – crotchets and rests <u>Challenge</u> <i>Melody - Crotchets and rests</i>	Easy – minims Medium – crotchets, minims and semi-breves <u>Challenge</u> <i>Melody - Quavers and crotchets</i>	Easy – minims Medium – quavers and crotchets <u>Challenge</u> <i>Melody - Quavers, minims and semi-breves</i>	Easy – Semi-breves Medium – quavers, crotchets and rests <u>Challenge</u> <i>Melody – quavers, crotchets and rests</i>	Consolidation and revision
Vocabulary	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, riff,	Appraising, Bossa Nova, syncopation, structure, Swing, tune, note values, note names, Big Bands,	Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise,	Old-School Hip-Hop, rap, riff, synthesizer, deck, backing loops, funk, scratching, unison, melody,	Soul, groove, riff, bassline, backbeat, brass section, harmony, hook, melody, compose,	Consolidation and revision



Nechells Primary
E-ACT Academy

Medium Term Overview for Music

E-ACT

	hook, improvise, compose	improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo	cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	
<p>Procedural Knowledge</p>	<p>Procedural Knowledge <u>1.Listening</u> -identify the piece's structure -identify the instruments/voices -find the pulse while listening</p> <p><u>2.Musical Activities</u> -complete bronze and silver challenges -rhythm and pitch copyback -use G, sometimes with A and reading notes -sing in unison -play accurately and in time, as part of the performance -Use G, A + B by ear -improvise in lessons and part of the performance -Use G + A -compose a simple melody using simple rhythms and use as part of the performance -use G, A + B</p>	<p>Procedural Knowledge <u>1.Listening</u> -identify the structure of Three Note Bossa Nova -identify the structure of Five Note Swing -identify the instruments/voices</p> <p><u>2.Musical Activities</u> - play accurately and in time, as part of the performance -Use G, A + B and D + E -improvise in a Bossa Nova style -Use G, A + B -improvise in a swing style -use D, E + G</p>	<p>Procedural Knowledge <u>1.Listening</u> -identify the piece's structure -identify the instruments/voices -find the pulse while listening</p> <p><u>2.Musical Activities</u> -complete bronze and silver challenges -rhythm and pitch copyback -use C, sometimes with D and reading notes -sing in unison -play accurately and in time, as part of the performance -Use C, D + E by ear -improvise in lessons and part of the performance -Use C + D -compose a simple melody using simple rhythms and use as part of the performance -use C, D + E</p>	<p>Procedural Knowledge <u>1.Listening</u> -identify the piece's structure -identify the instruments/voices -find the pulse while listening</p> <p><u>2.Musical Activities</u> -complete bronze and silver challenges -rhythm and pitch copyback -use D, sometimes with E and reading notes -sing and rap -play accurately and in time, as part of the performance -Use D, A, G +A by ear -improvise in lessons and part of the performance -Use D + E -compose a simple melody using simple rhythms and use as part of the performance -use D, E + F</p>	<p>Procedural Knowledge <u>1.Listening</u> -identify the piece's structure -identify the instruments/voices -find the pulse while listening</p> <p><u>2.Musical Activities</u> -complete bronze and silver challenges -rhythm and pitch copyback -use F + G -sing in two parts -play accurately and in time, as part of the performance -Use G + A by ear -improvise in lessons and part of the performance -Use D + E -compose a simple melody using simple rhythms and use as part of the performance -use C,D + E</p>	<p>Procedural Knowledge</p> <p>Consolidation and revision</p>



Nechells Primary
E-ACT Academy

Medium Term Overview for Music

E-ACT

National Curriculum

Key stage 2 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 notation
- 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

Challenge

-Find the pulse and identify changes in tempo, dynamics and texture
-complete Gold Challenges
-take on musical leadership, creating musical ideas for the group to copy or respond to
-Play D, E, F# + G and reading notes
-improvise using G, A + B

-improvise in a swing style using D, E, G, A + B

-Find the pulse and identify changes in tempo, dynamics and texture
-complete Gold Challenges
-take on musical leadership, creating musical ideas for the group to copy or respond to
-Play C, D, E, F + G and reading notes
-improvise using C, D + E

-Find the pulse and identify changes in tempo, dynamics and texture
-complete Gold Challenges
-take on musical leadership, creating musical ideas for the group to copy or respond to
-Play C, D, E, F, G + A and reading notes
-improvise using D, E + F

-Find the pulse and identify changes in tempo, dynamics and texture
-complete Gold Challenges
-take on musical leadership, creating musical ideas for the group to copy or respond to
-Play F, G, A + D and reading notes
-improvise using D, E + F



Nechells Primary
E-ACT Academy

Medium Term Overview for Music

E-ACT

	<i>-Compose using G, A, B, D + E (pentatonic scale)</i>		<i>-compose using C, D, E, F + G</i>	<i>-compose using D, E, F, G +A</i>	<i>- compose using C, D, E, F +G</i>	
Coherence & Supporting knowledge						
Assessment Formative/Summative	<p>-Knowledge assessment outcome. <u>3.Perform and share</u> Group performance of Livin' on a prayer</p> <p>Criteria below: -identify structure -identify instruments/voices -find pulse while listening -Complete bronze and silver challenges -sing in unison -Play G+A accurately and in time -improvise using G+A -Compose using G, A +B</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> Individual and/or group performance of pieces learnt in the unit</p> <p>Criteria below: -play G, A, B, D + E accurately and in time -improvise using G, A + B -improvise using D, E + G</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> Group performance of make you feel my love</p> <p>Criteria below: -identify structure -identify instruments/voices -find pulse while listening -Complete bronze and silver challenges -sing in unison -Play C, D + E accurately and in time -improvise using C + D -Compose using C,D + E</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> Group performance of The Fresh Prince of Bel-Air</p> <p>Criteria below: -identify structure -identify instruments/voices -find pulse while listening -Complete bronze and silver challenges -sing and rap -Play D+E accurately and in time -improvise using D + E -Compose using D,E + F</p>	<p>-Knowledge assessment outcome <u>3.Perform and share</u> Group performance of Dancing in the street</p> <p>Criteria below: -identify structure -identify instruments/voices -find pulse while listening -Complete bronze and silver challenges -sing and rap -Play G + A accurately and in time -improvise using D + E -Compose using C, D + E</p>	-Knowledge assessment outcome



Medium Term Overview for Music

E-ACT