


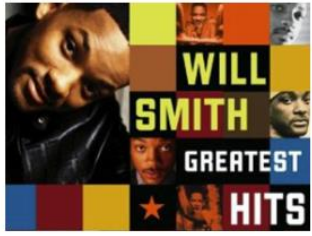




## Corporation Road Community Primary School

### Music LTP

<b>Music: Year 5</b>			
<b>Vision:</b> Learning music has intrinsic value and can be a positive device for social justice. Music is a universal language which connects us all together despite our academic, social, cultural, or economic backgrounds. The opportunity to engage in musical experiences is crucial for the development of the whole child. Music stimulates brain development in pupils, improving their communication, memory, thinking and creative skills, developing self-esteem, and improving their emotional well-being. By engaging in our progressive and enjoyable music curriculum, pupils learn the skills of performing, singing, composing, and improvising, while developing and building upon their appreciation of a variety of music, past and present. Children are nurtured and empowered to grow and flourish musically at their own pace, and find their talent as a musician, despite their starting points. Pupils leave with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.			
<b>Domains</b>		<b>Key Concepts</b>	
Music genres and styles, history of music and great composers		Appreciation & Understanding, Listening and Vocabulary	
Play musically with increasing confidence and control		Performing, Singing, Instruments and Notation	
Musical composition and structure		Composing and Interrelated Dimensions	
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer</b>
<b>Theme: Community</b>	<b>Theme: Legacy &amp; Impact</b>	<b>Theme: Citizenship</b>	<b>Theme: Gender &amp; Equality</b>
<b>Domains:</b>		<b>Domains:</b>	
<ul style="list-style-type: none"> <li>- Music genres and styles, history of music and great composers</li> <li>- Play musically with increasing confidence and control</li> <li>- Musical composition and structure</li> </ul>		<ul style="list-style-type: none"> <li>- Music genres and styles, history of music and great composers</li> <li>- Play musically with increasing confidence and control</li> <li>- Musical composition and structure</li> </ul>	
<b>Key Concepts:</b>		<b>Key Concepts:</b>	
<ul style="list-style-type: none"> <li>- Appreciation &amp; Understanding, Listening and Vocabulary</li> <li>- Performing and Singing</li> <li>- Interrelated Dimensions</li> </ul>		<ul style="list-style-type: none"> <li>- Appreciation &amp; Understanding, Listening and Vocabulary</li> <li>- Performing, Singing, Instruments and Notation</li> <li>- Composing and Interrelated Dimensions</li> </ul>	
<b>End Point:</b> <b><u>Community</u></b>	<b>End Point:</b> <b><u>Legacy &amp; Impact</u></b>	<b>End Point:</b> <b><u>Citizenship</u></b>	<b>End Point:</b> <b><u>Gender &amp; Equality</u></b>
For children to understand how their community and others around the world have been influenced, and have influenced music, past and present, near and far.	Children will understand how composers and artists, past and present, have impacted and influenced society, socially, politically and culturally. Children will be able to see the impact they could have on music and their ability to make their mark on their local and wider community.	Children will feel a sense of belonging to their immediate and wider community. Children will learn how music has influenced change, socially and politically, and how this change can bring about an improvement in the life chance of everyone within communities around the world.	Children will know that everyone should have equal opportunities within music. Our children will learn how music was influenced by the beliefs of society during different eras and how gender, sexual orientation, ethnicity, race, class, income, health and disability, race and beliefs have been influenced by music and how their acceptance in music has changed and improved throughout history.

<p style="text-align: center;">Harvest Performance</p> 	<p style="text-align: center;">Christmas Performance</p> 	<p style="text-align: center;">Dancing in the Street (Glockenspiels)</p> 	<p style="text-align: center;">Fresh Prince of Belair</p> 
Year 5	Year 5	Year 5	Year 5
<ul style="list-style-type: none"> <li>- Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.</li> <li>- Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</li> <li>- Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.</li> <li>- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</li> <li>- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</li> <li>- Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.</li> <li>- Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</li> <li>- Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.</li> <li>- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</li> <li>- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</li> <li>- Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.</li> <li>- Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</li> <li>- Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.</li> <li>- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</li> <li>- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</li> <li>- Hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts. Identify how to improve own performing.</li> <li>- Perform from simple notation on tuned/untuned instruments.</li> <li>- Improvise and notate musical phrases to develop compositions.</li> <li>- Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.</li> <li>- Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.</li> <li>- Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.</li> <li>- Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</li> <li>- Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).</li> <li>- Hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts. Identify how to improve own performing.</li> <li>- Perform from simple notation on tuned/untuned instruments.</li> <li>- Improvise and notate musical phrases to develop compositions.</li> <li>- Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre - all instruments, including voices have a certain sound quality. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> </ul>

COMMUNITY PRIMARY  
SCHOOL