

Manor Primary School
Music Year 5: Dancing in the Street

Overview of the Learning:

This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Dancing in the street. A motown scheme of work.

Core Aims

- 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
- 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

Pupils should be taught

- how to listen to music
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
To develop the correct musical vocabulary.
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main **style indicators**
- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

Expectations

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality

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- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

Manor Primary School Year 5 Music: Classroom Jazz

Overview of the Learning:

In this unit children's learning will focus on two musical pieces: Three Note Bossa and The Five Note Swing. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. **In this unit children will** listen to and appraise Jazz music. **They will** identify **style indicators** of Jazz music; investigate how a Jazz songs are put together and explore **structure/form/shape** of a range of Jazz Pieces. They will also explore **Pulse/Rhythm/Pitch of** Jazz music. They will put tuned percussion to Jazz music, create musical compositions of their own to fit Jazz music and they will improvise. They will create a Jazz performance

Core Aims

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- 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

Pupils should be taught

- how to listen to music
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
- to understand and use the **pentatonic scale** while **improvising** and **composing**
- to experience links to other areas of the curriculum
- to recognise the style of the music and to understand its main **style indicators**

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- listen with attention to detail and recall sounds with increasing aural memory

- to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document)
- to undertake all these independently

Expectations

Children will

- Listen with understanding and direction
- Recognise styles of music and their style indicators
- Develop a context for the history of music
- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding
- Compose single melodies with understanding

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Year 5 Music Fresh Prince of Bel Air

Old School Hip Hop by Will Smith

Overview of the Learning:

This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

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Core Aims

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- 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

Pupils should be taught

how to listen to music

- to sing the song
- to understand the geographical origin of the music and in which era it was composed
- to experience and learn how to apply key musical concepts/elements eg finding a **pulse**, clapping a **rhythm**, use of **pitch**
- to play the accompanying instrumental parts with or without notated scores (optional)
- to work together in a **band/ensemble**
- to develop creativity through **improvising** and **composing** within the song
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- Listen with understanding and direction
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- Apply the interrelated dimensions of music in this context e.g. finding the pulse building to the extended dimensions of rhythm and pitch etc.
- Use correct musical vocabulary linked to the song and general musical vocabulary correctly
- Sing with understanding and musicality
- Work together in band/ ensemble
- Play instrumental parts with increasing confidence and progression using notated scores
- Improvise with creativity and understanding

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- Compose single melodies with understanding



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