

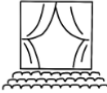


Music - Year 5

Concepts	 Explore Learning about music Explore	 Compose Creating music Compose	 Perform Performance skills Perform
Term	Theme	Unit Overview	
Autumn 1	We are Composers	Explore how motifs and melodies are used in music to create mood and atmosphere. Developing familiarity with a famous piece of orchestral music. <ul style="list-style-type: none"> Respond to music through drawing and compare moods in two pieces. Explore rhythmic motif of Mars by Holst. Improvise in a group developing ideas of a rhythmic piece. 	
Autumn 2	World Music	Explore hip-hop music and gain a stylistic awareness of this genre in comparison to traditional music. Use ICT to create backing loops. <ul style="list-style-type: none"> Comparing contrasting genres from North America. Develop understanding of the hip-hop genre through developing own performances. Evaluate own performance. 	
Spring 1	Musicianship	Creating a piece using improvisation, inspired by the rainforest. Creating mood and atmosphere. <ul style="list-style-type: none"> Explore a song through building the accompaniment using rhythmic ostinatos and chord progression. Create atmosphere in compositions, inspired by Rainforest Dream. Combine the dimensions to make music more atmospheric. 	
Spring 2	Music of the Past	Music of the early 20 th century- explored and appraised. From calypso to morale boosting songs. Focus on marches. Including use of ICT. <ul style="list-style-type: none"> Sing partner songs as part of an ensemble. Develop an understanding of the history and context of music. Sing as part of an ensemble conveying emotions. 	
Summer 1	Feel the Rhythm	Experience the tradition of West African drumming. Syncopated rhythms. Working together to maintain independent parts within a whole. <ul style="list-style-type: none"> Develop awareness of how pulse and rhythm work together. 	

Summer 2	Notation	Developing notation reading and writing skills. Focus on Arabic music-popular and traditional. Consider syncopation use in both and the effect (contrast to WW2 marches). <ul style="list-style-type: none">• Sing as part of an ensemble with full confidence and precision• Play and perform with control and expression
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