



Medium Term Planning

Year 5



Bricknell Primary School



Music Long Term Plan

Music is taught through units which enable pupils to become confident, create and expressive musicians. The music curriculum is taught progressively through three interrelated pillars: Technical, Constructive and Expressive.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

Singing (developing pitch, melody, rhythm and control individually and as part of a group)

Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)

Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)

Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

The following second order concepts are also explored:

Chronology (history of music and changes over time)

Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)

Significance (significant composers, pieces of music and musical movements)

Written, oral and creative expression: (Using musical terminology, responding, refining, describing, experimenting, exploring)

Autumn Term 1 Year 5

Getting Started with Music Tech *How does music bring us together?*

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can you listen to and copy a rhythmic pattern? • Can you copy the pattern using this notation? 				
<i>End Points</i>	Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 & 2	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Ghost Parade (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the Ghost Parade, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of Ghost Parade.</p>	<p>I can perform as part of an ensemble/choir.</p> <p>I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance.</p> <p>I can talk about feelings created by a song.</p> <p>I can recognise musical styles..</p> <p>I can Identify the musical style of a song .</p>	<ul style="list-style-type: none"> • Ghost Parade Song • Glockenspiel • Recorders

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>1 & 2 continued</p>		<p>I can find a steady beat.</p> <p>I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>I can find and keep a steady beat.</p> <p>I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers and their rests by ear or from notation.</p>	

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	3 & 4	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Words Can Hurt (part 1 and 2): Lesson starts with children feeling the pulse and in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song, expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance. Lesson 4—Choose improvisation and composing options.</p>	As above	<ul style="list-style-type: none"> • Words Can Hurt • Eye is on the Sparrow • Glockenspiels • Recorders
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each</p>	AS above	<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels • Recorders

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 continued	<p>Joyful, Joyful: Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the Ghost Parade, expressing thoughts and feelings. Learn the song and finish the lesson with a performance of Joyful, Joyful.</p>	As above	<ul style="list-style-type: none"> • Joyful, Joyful • Glockenspiels
		6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>	AS above	<ul style="list-style-type: none"> •

Spring Term 1 Year 5

Emotions and Musical Styles

How does music connect us with our past?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Can you listen to and copy a rhythmic pattern? • Can you copy the pattern using this notation? 				
<i>End Points</i>	Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, appraise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 & 2	OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group. LO: I can find and keep a steady beat. LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation LO: I can experiment with a wider range of dynamics through improvisation and composition work. Sparkle in my eye (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song. Lesson 2– options for improvising and composing.	I can perform as part of an ensemble/choir. I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance. I can talk about feelings created by a song. I can recognise musical styles.. I can Identify the musical style of a song .	<ul style="list-style-type: none"> • Sparkle in my eye • Glockenspiel • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	1 & 2 continued		<p>I can find a steady beat.</p> <p>I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>I can find and keep a steady beat.</p> <p>I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semi-quavers and their rests by ear or from notation.</p>	
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	3 & 4	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p>	As above	

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		3 & 4 continued	<p>Dreaming of Mars (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of the song.</p>		<ul style="list-style-type: none"> • Dreaming of Mars • Glockenspiels • Recorders
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	5	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Get on board: Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song expressing thoughts and feelings. Learn the song and finish the lesson with a performance of the song</p>	As above	<ul style="list-style-type: none"> • Get on Board • Glockenspiels • Recorders

Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of group.</p> <p>LO: I can find and keep a steady beat.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>	As above	<ul style="list-style-type: none"> • Joyful, Joyful • Glockenspiels

Spring Term 1 Year 5

Exploring Key and Time Features
How does music improve our world?

<i>Prior Learning</i>	<ul style="list-style-type: none"> • Display different notation. What can the children recognise? • Wat does a rest look like? 				
<i>End Points</i>	Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation. experiment with a wider range of dynamics through improvisation and composition work.				
<i>Vocabulary</i>	Sing, perform, listen, tempo, fast, slow, loud, quiet, steady beat, rhythm, patterns, long, short, like, dislike, ap-praise, move, dance, rhyme, chant.				
Key Concept	Second Order Concepts	Lesson Sequence	Learning Objectives and Expected Teaching Points	Skills	Resources
<i>Singing</i> <i>Listening</i> <i>Performing and Composing</i> <i>Musicianship</i>	<i>Similarity and Difference</i> <i>Written, oral and creative expression</i>	1 & 2	OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble. LO: I can perform as part of an ensemble/choir. LO: I can develop skills in playing by ear on tuned instruments, copying phrases and melodies. LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation LO: I can experiment with a wider range of dynamics through improvisation and composition work. Freedom is coming (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song expressing thoughts and feelings. Learn the song and play glockenspiel and recorders. Finish the lesson with a performance of Freedom is coming.	I can perform as part of an ensemble/choir. I can sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance. I can talk about feelings created by a song. I can recognise musical styles.. I can Identify the musical style of a song .	<ul style="list-style-type: none"> • Freedom is coming • Glockenspiels • Recorders

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	<p>1 & 2 continued</p>	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO: I can develop skills in playing by ear on tuned instruments, copying phrases and melodies.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p>	<p>I can find a steady beat.</p> <p>I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>I can find and keep a steady beat.</p> <p>I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation.</p> <p>Develop skills in playing by ear on tuned instruments, copying phrases and melodies</p>	
				<p>As above</p>	

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	<p>3 & 4</p>	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO: I can develop skills in playing by ear on tuned instruments, copying phrases and melodies.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>All over again (part 1 and 2): Children are asked to feel pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music.</p> <p>Listen and respond to the song expressing thoughts and feelings. Learn the song and complete the lesson with a performance of the song.</p>	<p>As above</p>	<ul style="list-style-type: none"> • All over again • Glockenspiels
	<p>Similarity and Difference</p> <p>Written, oral and creative expression</p>	<p>5</p>	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO: I can develop skills in playing by ear on tuned instruments, copying phrases and melodies.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p>	<p>As above</p>	<ul style="list-style-type: none"> • Do you ever wonder • Glockenspiels

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<p><i>Singing</i></p> <p><i>Listening</i></p> <p><i>Performing and Composing</i></p> <p><i>Musicianship</i></p>		5 continued	Do you ever wonder: Children are asked to find and keep the pulse in the music then clap out the beat. Children to then read the music and clap it out. Use a glockenspiel to copy the music. Listen and respond to the song expressing thoughts and feelings. Learn the song and perform as an ensemble.	As above	
	<p><i>Similarity and Difference</i></p> <p><i>Written, oral and creative expression</i></p>	6	<p>OO: I can use time signatures , listen and copy rhythmic and melodic patterns. I can perform as part of an ensemble.</p> <p>LO: I can perform as part of an ensemble/choir.</p> <p>LO: I can develop skills in playing by ear on tuned instruments, copying phrases and melodies.</p> <p>LO: I can Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation</p> <p>LO: I can experiment with a wider range of dynamics through improvisation and composition work.</p> <p>Choose composing and improvising options . Teachers to select songs from the unit to perform as a class or different songs for each group. Record children singing and playing instruments.</p>	As above	<ul style="list-style-type: none"> • Songs from the unit • Glockenspiels • Recorders