

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: Music

YEAR GROUPS: 5 and 6

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Sing and use meaning to add expression
- Maintain their part whilst performing with others
- Compose music which meets specific criteria
- Describe, compare and evaluate music using musical vocabulary

At the end of UKS2, children should be able to:

Performing:	Composing (including notation):	Appraising:
• breathe in the correct place when singing • sing and use their understanding of meaning to add expression • maintain their part whilst others are performing their part • perform 'by ear' and from simple notations • improvise within a group using melodic and rhythmic phrases • recognise and use basic structural forms e.g. rounds, variations, rondo form • sing a harmony part confidently and accurately • perform parts from memory • perform using notations • take the lead in a performance • take on a solo part • provide rhythmic support	• change sounds or organise them differently to change the effect • compose music which meets specific criteria • use their notations to record groups of pitches (chords) • use a music diary to record aspects of the composition process • choose the most appropriate tempo for a piece of music • use a variety of different musical devices in their composition? (incl melody, rhythms and chords) • recognise that different forms of notation serve different purposes • use different forms of notation • combine groups of beats	• describe, compare and evaluate music using musical vocabulary • explain why they think their music is successful or unsuccessful • suggest improvements to their own or others' work • choose the most appropriate tempo for a piece of music • contrast the work of famous composers and show preferences • refine and improve their work • evaluate how the venue, occasion and purpose affects the way a piece of music is created • analyse features within different pieces of music • compare and contrast the impact that different composers from different times will have had on the people of the time

Year	Autumn Term	Spring Term	Summer Term
A	Sing: Madina tun Nabi: How can I create our own drone accompaniment, and improvise melodies. Listen: Época: How can I explore and create musical texture through movement?	Listen: You to me are everything: Can I explore the key musical features of this track and develop an understanding of the term 'cover version'? Sing: Hey Mr Miller: Can I explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance?	Listen: Why we sing by Kirk Franklin: How have gospel songs developed from the American civil war? Compose: Song- writing: How can I create and perform our own songs?
B	Sing: Keep the Home Fires Burning: Can I explore the social & historical context of music written around the time of WW1? Listen: Shadows: Can I explore music that is a fusion of country, electronic dance music (EDM), and rock.	Sing: Touch the Sky: Can I explore Scottish folk music, improvise melodies using the pentatonic scale & perform in an ensemble of a traditional folk song in a waltz rhythm. Compose: Can I use the pentatonic scale to compose music on 'Garage Band'?	Sing: What shall we do with the drunken sailor? How can we create rhythm? Compose: Song- writing: Can we write lyrics for an intended audience?

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- Class performances, composition opportunities and oral and written explanations during lessons.
- Give appreciation of a wide range of high-quality music.
- Explain the history of music through the 20th century.

ENRICHMENT OPPORTUNITIES

We will endeavour to include:

- Listen to a wide range of high-quality music from different times.
- Performance opportunities including using percussion instruments.
- Occasional links with Presteigne Festival

SUBJECT-SPECIFIC VOCABULARY

We will expect children to use these words and phrases:

Composer, expressive, crotchet, quaver, semiquaver, semibreve, minim, phrases, notation, styles, evolution, jazz, swing, rock 'n' roll, soul, pop, disco, hip hop, Indie, R&B.

CROSS-CURRICULAR LINKS

This itinerary fits with our other learning through:

- History, timelines.

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Listen to styles of music possibly not heard before and consider them.
Works hard	Give maximum effort at all times.
Concentrates	Listen carefully to music styles and follows instructions when performing.
Self-motivates	Work well in a group when writing rhythmic notations.
Imagines	Wonder about and describes how composers use different effects to paint a musical soundscape.
Improves	Change rhythms and lyrics to ensure a good fit.
Understands others	Give an appreciation and understanding of different musical genres, even those they may not like.
Doesn't give up	Start again when things go wrong.