Year 5 Sparkyard Music Curriculum Key Learning and Skills Overview

Key Learning

Term 1: Exploring Rhythmic Layers	Term 2: Music and Words	Term 3: Song Ingredients – Exploring Melody, Harmony and Lyrics
Children can: • Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance • Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills • Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids.	Children can: • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere	Children can: • Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.

Skills Overview:

The Sparkyard Music Curriculum for Y5 enables children to develop a range of skills in singing, playing, listening, composing, improvising and exploring notation. The 'at a glance' table identifies termly coverage, and you will see that many skills are revisited across the course of the year.

Use these statements to build a picture of the musical learning in your class. Not only can they aid your planning, but they can also give you some ideas of the things to look out for when your class are engaged in any kind of musical activity.

Becoming a musician, even simply learning to engage actively with music, means nurturing a range of positive behaviours. These behaviours are central to almost every lesson in Y5 and you can aim for your class to:

- Explore and perform a widening range of songs
- Talk confidently about the music they make and listen to
- Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments

It is also important to recognise that musical learning takes place both in and outside the classroom. We know that musical learning will be strengthened through regular opportunities to practise and celebrate music making with others so in Y5 we recommend that children:

- Revisit songs and musical activities throughout the week

- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Share and practise songs at home using the Sparkyard share link.

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **SINGING** and **PLAYING** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Sing a wide range of unison and part songs using clear diction, accurate tuning, expression and awareness of style	√	√	√
2. Sing and play with a sense of ensemble, following performance directions and understanding how different parts fit together	√	√	√
3. Use dynamics, tempo, articulation when singing and playing, responding to musical symbols and vocabulary accurately (e.g. pp, p mp, mf, f, ff, <, > accelerando, rallentando, staccato, legato)	√	√	√
4. Play rhythmic patterns accurately and expressively using instruments or body percussion	√	√	
5. Maintain a rhythmic or melodic part as part of a multi-layered piece, performing accurately.	√		√
6. Develop knowledge of scales and intervals through singing and playing			√
7. Understand how triads are formed and play them on tuned percussion or keyboards			√
8. Play simple chords, drones, or bass lines and use them to accompany a familiar song			√
9. Explore and suggest ways to enhance the communication and performance of songs and music (e.g. varying dynamics)	√	√	√
10. To evaluate performances, suggesting ways to improve and making necessary adjustments	√		

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **LISTENING** skills, and knowledge about **GENRE / HISTORY / MUSICIANS**	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Listen to music with an understanding or stories, origins and traditions, history and social context of the music they listen to, sing and play.	√	√	√
2. Listen, compare and evaluate music from a diverse range of genres, styles and musical periods	√	√	√
3. Develop understanding of a particular musical style or genre, identifying key influences and shared characteristics	√	√	
4. Use a range of musical vocabulary to describe musical features such as instruments, time signature, dynamics, tempo, timbre, articulation	√	√	√
5. Interpret features of music through visual art or movement		√	√
6 Listen and identify structures used to shape songs and music (e.g. call and response, rondo form)	√	√	√
7. Understand how pitches can be combined to create harmony and describe the effect		√	√

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **COMPOSITION** and **IMPROVISATION** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Improvise rhythmic or melodic patterns to a steady pulse or drone, developing a sense of shape and character	√	√	√
2. Compose and improvise in response to a range of stimuli (e.g. song lyrics, poetry) and use the interrelated dimensions to capture the intended mood and atmosphere	√	√	√
3. Compose and notate short melodies using: staff and informal notation	√		√
4. Compose music with contrasting sections	√	√	

5. Use chords to evoke a specific atmosphere or mood			√
6. Compose music using a combination of lyrics and melody			√
7. Evaluate own and others' work, explaining ideas using musical vocabulary and making necessary adjustments	√	√	√

Our Sparkyard Music Curriculum will enable children in Y5 to develop these **NOTATION** skills:	Term 1: **EXPLORING RHYTHMIC LAYERS**	Term 2: **MUSIC AND WORDS**	Term 3: **SONG INGREDIENTS**
1. Use and perform a range of rhythmic notations and develop understanding of note durations (semibreve, minim, crochet, quaver)	√	√	
2. Develop understanding of time signatures (3/4 and 4/4)	√		
3. Read and perform pitch notation within an octave	√		√
4. Represent compositions using a combination of graphic and standard notations	√	√	√
5. Use and understand musical symbols (e.g. pp, p mp, mf, f, ff, <, >) and apply them to compositions		√	√