

Year 5 Music Subject Map



Recorder (Stage 1)	Recorder (Stage 1)	Ukulele	Composition –Festival of Colour	Looping and remixing	Musical Theatre
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DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore Listen Respond Engage Sing Play Experiment Describe	Follow			Improvise	Compare Perform Compose Use notation	

MUSIC AGE RELATED EXPECTATIONS

LISTENING

- *Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)
- *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- *Comparing, discussing and evaluating music using detailed musical vocabulary.
- *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

COMPOSING

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style
- *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.

PERFORMING

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression
- *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.

HISTORY OF MUSIC

- *Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

MUSIC VOCABULARY

pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning, leader, conductor, improvisation, composition, melodies, traditional notations. Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of music, live music, recorded music, composers, musicians.

INTER-RELATED DIMENSIONS OF MUSIC

PITCH

- To understand that a minor key (pitch) can be used to make music sound sad.
- To understand that major chords create a bright, happy sound.
- To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

DURATION

- To know that 'poly-rhythms' means many different rhythms played at once.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

DYNAMICS

- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

TEMPO

- To understand that a slow tempo can be used to make music sound sad.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

TIMBRE

- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways

TEXTURE

- To understand that a chord is the layering of several pitches played at the same time.
- To know that poly-rhythms means many rhythms played at once.

STRUCTURE

- To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.

NOTATION

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.