

Y5 Music	TERM 1A		TERM 1B		TERM 2A		TERM 2B		TERM 3A		TERM 3B	
	Journey into space Harvest Festival Y5 lead		Class calypso Christmas concerts		Music of India 1 Arts Week		Music of India 2 Music performance week		Cyclic patterns Summer concert		Story and music	
	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills	Key knowledge	Key skills
	To know an ostinato is a short pattern repeated throughout a piece of music.	To be able to recognise and name different instruments.	To know calypso is from Trinidad and Tobago.	To be able to play an instrument as part of a class ensemble.	To know the sitar is a melody instrument.	To be able to listen to Indian music and identify different sounds and instruments	To know Rama and Sita is one of the main stories from Hinduism.	To be able to listen to traditional Indian music and identify characteristic features using prior knowledge from Music of India 1.	To know cyclic patterns in music are repeating patterns.	To be able to sing part songs, maintain own part.	To know music can be composed to create a certain mood or intention.	To be able to listen to a selection of music of differing mood to discuss composer’s intentions.
	To know ‘Mars’ uses an ostinato.	To be able to identify ostinato.	To know calypso is often heard at carnival.	To be able to maintain own part in class ensemble.	To know Ravi Shankar is a famous sitar player.	To be able to sing songs influenced by Indian music.	To know the story is connected to Diwali – the annual festival of light.	To be able to compose a team piece to illustrate a section of the Rama and Sita story.	To know rhythm is a pattern of long and short sounds.	To be able to sing with dance steps at the same time.	To know characters in a story have their own tune which each team must play when their names appear in the story.	To be able to identify key points in a story and choose appropriate sounds to compose a team piece to illustrate a part of the story.
	To know that Gustav Holst composed the orchestral suite ‘The Planets’ 1914-17.	To be able to notate ostinato pattern.	To know calypso is in 4/4 time and uses simple harmony (chords).	To be able to perform class calypso as a class ensemble.	To know a rhythm pattern, tala, is played on the drums, tabla.	To be able to improvise a short melody using notes from a raga.	To be able to perform team composition in story group order to create a whole class musical story.	To know pulse is the beat of the music.	To be able to sing a call and response song, taking turn to call and respond.			
	To know a suite is a group of individual pieces.	To be able to lead Harvest Festival.	To know ensemble is when we play together as a team.		To know a drone is played on the tambura.	To be able to compose and notate a melody.		To know call and response is a musical ‘question and answer’.	To be able to follow and perform rhythms with words using musical notation.			
	To know there are seven pieces in ‘The Planets’ suite; ‘Mars, the bringer of war’ is the first piece.				To know ragas are scale patterns.	To be able to compose and notate a melody.			To be able to create, notate and perform a rhythm poem.			
	To know Holst composed ‘Mars’ in anticipation of WWI.				To know ragas may express an emotion or mood, be played at a particular time of day or for a special occasion.							
	To know Holst lived in Barnes and taught music at St Paul’s Girls’ School.											
	Enquiry/question/outcome/activity/genre of unit/text Draw a picture in response to listening to music. Listen to and identify descriptive features in music. Clap and play an ostinato. Write a rhythm pattern. Create a phrase to an ostinato pattern. Compose an ostinato. Listen and comment on others’ ostinato patterns. Harvest Festival lead: Y5 song.		Enquiry/question/outcome/activity/genre of unit/text Play a melody. Play an accompaniment. Use practice time effectively. Maintain own part on an instrument. Work and perform as part of an ensemble.		Enquiry/question/outcome/activity/genre of unit/text Listen to and identify features of Indian music. Play a raga. Play a drone. Draw a treble clef. Improvise an 8-beat melody. Compose and write down a melody using raga notes.		Enquiry/question/outcome/activity/genre of unit/text Identify key features in the story. Use prior knowledge of Indian music to identify features in Indian music. Create a rhythm pattern. Work as a team to choose appropriate sounds. Compose in a team. Review and make improvements to work. Perform team composition to the class.		Enquiry/question/outcome/activity/genre of unit/text Sing cyclic songs as a class and maintain own part. Work out a rhythm pattern. Create a rhythm pattern. Use music notation to write down a rhythm pattern. Sing call and response songs. Compose rhythms in a team. Perform team rhythms to the class.		Enquiry/question/outcome/activity/genre of unit/text Identify key features in a story. Compose in a team. Use prior knowledge of composing to a story. Work as a team to choose appropriate sounds. Review and make improvements to work. Perform team composition to the class.	
	Key vocabulary (tier 2) compose Mars notate pattern repetition	Key vocabulary (tier 3) crotchet Holst march orchestra ostinato quaver rhythm structure suite time signature triplet	Key vocabulary (tier 2) accompaniment melody together xylophone	Key vocabulary (tier 3) calypso carnival ensemble semibreve time signature Trinidad and Tobago	Key vocabulary (tier 2) compose drum emotion mood notate notes scale pattern special occasion treble clef	Key vocabulary (tier 3) drone improvise melody raga Ravi Shankar sitar tabla tala tambura	Key vocabulary (tier 2) compose melody rhythm	Key vocabulary (tier 3) Diwali drone Hinduism improvise raga sitar tabla tala tambura	Key vocabulary (tier 2) long notate perform pulse question and answer short sing	Key vocabulary (tier 3) call and response crotchet cyclic minim pulse quaver rest rhythm semibreve	Key vocabulary (tier 2) compose intention mood pantomime tune	Key vocabulary (tier 3) dynamics flat pitch tempo texture timbre