

**KFJS**  
**Music Curriculum Map**

**In each project children listen to, create and perform music.**

**Year 5**

<b>Project</b>	<b>It's All Greek to Me Eleanor Rigby</b>	<b>Secrets of the Solar System</b>
<b>Key Question</b>	What is the difference between a major and minor scale?	How can we use music to create moods?
<b>Essential understanding</b>	As year 4, include Semi-quavers, semi breves. Reading musical dot notation do-do (C to C – one octave) Understand major and minor tonality. Music in 3 parts Recognise verse and chorus and music with multiple sections. fortissimo (very loud), Pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) Identify how a mood is created by music.	Discuss and identify the structure of a piece of music. Time signature 2/4, 3/4, 4/4, (simple time) fortissimo (very loud), Pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) Identify how a mood is created by music.
<b>Play and Perform</b>	Perform Eleanor Rigby as a class. Using tuned percussion, perform with musical awareness.	Perform their group compositions as an accompaniment to a piece of art.
<b>Improvise and compose</b>	Compose to a theme (Loneliness) using specific notes	Using tuned and untuned percussive instruments to improvise and compose a piece for their art work.
<b>Listen and recall</b>	Understand and identify why and how the composer has used key features. Minor key, structure. Identify instruments and the metre.	Listening and discussing how Holst describes the planets
<b>Appreciate a wide range of music</b>	The Beatles – Eleanor Rigby (minor key) The Beatles – Penny Lane (major key)	Gustav Holst – The Planets Suite
<b>Develop historical understanding of music</b>		Learning about the background of Gustav Holst. Recognising that most music can be broken down into 3 main ideas

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<b>Use and understand musical notations</b>	Notate the music using a structure map. Perform using tuned percussion. Recognising notes,	Using glockenspiels and other percussion instruments to perform simple melodies
<b>Skills</b>	Understand major and minor tonality and how that is used to create moods Understanding and reading more detailed rhythm patterns including rests. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features. Identify different speeds of pulse (tempo) by clapping and moving. Analyse and comment on how sounds are used to create different moods on own compositions.	Identify different moods and textures. Improvise rhythm patterns. Perform an independent part keeping to a steady beat. Play accompaniments with control and accuracy. Create different effects using combinations of pitched sounds. Perform with musical awareness using tuned and untuned percussion Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.
<b>Assessment</b>	What is the difference between a major and minor key? 2-Part assessment  Children to play a major scale on the tuned percussion and then adapt it to a minor scale by identifying which notes need to change (3rd, 6th and 7th note of the scale).  Children to listen to different scales and identify if they are major or minor <a href="https://www.youtube.com/watch?v=GpuEF08WgrE">https://www.youtube.com/watch?v=GpuEF08WgrE</a>	How can we use music to create moods? Can children link their final composition back to a specific mood and justify their musical choices?  During the final composition, children should be able to pick out an element of their composition and explain how that develops the mood of a piece of music.
<b>WTS</b>	Children are able to explain the difference between the major and minor scales. They can recognise the difference with support.	Children can link their final composition back to a specific mood and justify their musical choices using musical vocabulary

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<b>EXS</b>	Children are able to recognise the difference between a major and minor scale and discuss their reasoning. They can confidently explain why a composer would choose to use a minor key.	Children are able to compose a piece of music and can reflect the mood they are creating
<b>GDS</b>	As EXS but extend that knowledge to their own compositions,	Children can clearly explain each element and justify the musical choices using musical vocabulary for each member of their group