

**Assessment sheet for: Music**

**Class: Year 5**

Unit		
<p><b>Autumn Term</b>  <b>Unit titles:</b>                      What shall we do with a drunken sailor?</p>	<p><b><u>National Curriculum coverage</u></b>                      - use their voices expressively and creatively by singing songs and speaking chants and rhymes                      - play tuned and untuned instruments musically                      - listen with concentration and understanding to a range of high-quality live and recorded music                      - experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</li> <li>• Sing a sea shanty expressively, with accurate pitch and a strong beat.</li> <li>• Play bass notes, chords, or rhythms to accompany singing.</li> <li>• Sing in unison while playing an instrumental beat (untuned).</li> <li>• Keep the beat playing a ‘cup’ game.</li> <li>• Talk about the purpose of sea shanties and describe some of the features using music vocabulary.</li> </ul>
<p>Why we sing / Intro to songwriting</p>	<p><b><u>National Curriculum coverage</u></b>                      - use their voices expressively and creatively by singing songs and speaking chants and rhymes                      - play tuned and untuned instruments musically                      - listen with concentration and understanding to a range of high-quality live and recorded music                      - experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Develop and practise techniques for singing and performing in a Gospel style.</li> <li>• Recognise individual instruments and voices by ear.</li> <li>• Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.</li> <li>• Talk about music using appropriate music vocabulary</li> <li>• Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook.</li> <li>• Create fragments of songs that can develop into fully fledged songs.</li> <li>• Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.</li> <li>• Understand techniques for creating a song and develop a greater understanding of the songwriting process</li> </ul>
<p><b>Spring Term</b>  <b>Unit titles:</b>                      Madina tun nabi</p>	<p><b><u>National Curriculum coverage</u></b>                      - use their voices expressively and creatively by singing songs and speaking chants and rhymes                      - play tuned and untuned instruments musically                      - listen with concentration and understanding to a range of high-quality live and recorded music                      - experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Improvise freely over a drone.</li> <li>• Sing a song in two parts with expression and an understanding of its origins.</li> <li>• Sing a round and accompany themselves with a beat.</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Listen and copy back simple rhythmic and melodic patterns.</li> </ul>
<p>Building a groove/ Epoca</p>	<p><b><u>National Curriculum coverage</u></b>                      - use their voices expressively and creatively by singing songs and speaking chants and rhymes                      - play tuned and untuned instruments musically                      - listen with concentration and understanding to a range of high-quality live and recorded music                      - experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.</li> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices.</li> <li>• Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</li> <li>• Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.</li> <li>• Demonstrate an understanding of the history of Argentine Tango.</li> </ul>
<p><b>Summer Term</b></p>	<p><b><u>National Curriculum coverage</u></b></p>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Compose a kecak piece as part of a group.</li> </ul>

<p><b>Unit titles:</b> Balinese gamelan / Composing in ternary form</p>	<ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing/chant a part within a kecak performance.</li> <li>• Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.</li> <li>• Listen and match vocal and instrumental sounds to each other, and to notation.</li> <li>• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</li> <li>• Notate ideas to form a simple score to play from.</li> <li>• Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.</li> <li>• Understand and recognise ternary form</li> </ul>
<p>Kisne banaaya</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- play tuned and untuned instruments musically</li> <li>- listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>- experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b><u>Key musical skills</u></b></p> <ul style="list-style-type: none"> <li>• Compose a simple accompaniment using tuned instruments.</li> <li>• Create and perform their own class arrangement.</li> <li>• Sing and play the melody of Kisne banaaya.</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> </ul>

