

ACET Junior Academies'

Scheme of Work for music Year 5

- Whole class outcome
 - Challenge outcome
- **Previously taught objective**



Enquiry	Musical Skill	Key Concept	Outcome
Unit 1 - A musical Masque			
E1 - What is a pavan?	- Listen and appraise different types of Tudor music. - Learn about musical features of a Pavan.	Pavan Rhythm Bar Ostinato Pulse Beat Dorian mode Tonic note Melody Tempo Score Structure	Listening - Listen to recorded performances and live music. Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
E2 - How do we perform a pavan?	- Playing a Pavan rhythm. - Learn a pavan dance in order to understand the musical style better. - Perform a pavan in parts on musical instruments. - Appraise a performance.	Pavanne Structure Rhythm Ostinato Score Parts	Listening Listen to recorded performances and live music. Composition Improvise

		Pulse	- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Musicianship Instrumental performance - Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
E3 - What do tudor instruments sound like?	- Listen to and identify Tudor musical instruments. - Listen to and identify drone sounds. - Use drone sounds as an accompaniment. - Compose a melody using the notes of a Dorian Mode. - Play the composition alongside the Pavane rhythm. - Perform with accuracy of pitch and rhythm.	Instruments Shawm Sackbut Rebec Viol Lute Tabor Racket Hurdy-gurdy Bagpipes Crumhorn Drones Accompaniment Rhythm Score Melody Dorian scale Structure	Listening - Listen to recorded performances and live music. Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Working in pairs, compose a short ternary piece.

			- Use chords to compose music to evoke a specific atmosphere, mood or environment. - Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. Musicianship Instrumental performance - Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. - Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Reading notation - Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. - Read and perform pitch notation within an octave (e.g., C-C'/do-do). - Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
E4 - What is a madrigal?	- Listen to and appraise a piece of music. - Understand the musical structure of a piece of music. - Recognise the historical significance of a piece of music. - Sing a perform a madrigal. - Compose lyrics to a madrigal melody	Madrigal Voices Verse Structure Melody Accompaniment Dynamics Rhythm Lyrics	Listening - Listen to recorded performances and live music. Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo),

			moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose • Compose melodies made from pairs of phrases in either <i>C</i> major or <i>A</i> minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. ◦ Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. ◦ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. Musicianship Instrumental performance • Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle <i>C-C'</i>/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. ◦ Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Reading notation • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. • Read and perform pitch notation within an octave (e.g., <i>C-C'</i>/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
E5 - What is a fanfare?	• Listen to and appraise a piece of music.	Fanfare Silence/rests Compare	Listening • Listen to recorded performances and live music.

	- Compare two pieces of music, highlighting key features of the style. - Compose and perform own fanfare.	Compose Melody Rhythm Dynamics	Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Working in pairs, compose a short ternary piece. - Use chords to compose music to evoke a specific atmosphere, mood or environment. - Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. Musicianship Instrumental performance - Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. - Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Reading notation
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		- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. - Read and perform pitch notation within an octave (e.g., C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
Unit 2 - The Magic Flute		
E1 - What is opera?	- Understand what Opera is - Become familiar with some of the key characters in <i>The Magic Flute</i> - Be able to sing part of the song <i>Hm Hm Hm!</i> - Begin to understand how motivation can impact drama and vocal work.	Singing - Include observing phrasing, accurate pitching and appropriate style. - Sing three-part rounds, partner songs, and songs with a verse and a chorus. Listening - Listen to recorded performances and live music. Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion (voice) and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
E2 - Meet the characters	- Understand what an Opera is - Become familiar with some of the key character in <i>The Magic Flute</i> - Be able to sing part of the song <i>Hm Hm Hm!</i> - Begin to understand how motivation can impact drama and vocal work	Singing - Include observing phrasing, accurate pitching and appropriate style. - Sing three-part rounds, partner songs, and songs with a verse and a chorus. Listening - Listen to recorded performances and live music. Composition Improvise

		• <i>Improvise freely over a drone, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.</i> ◦ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose • <i>Compose music to evoke a specific atmosphere, mood or environment.</i> ◦ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book) • Capture and record creative ideas using technology. Musicianship Instrumental performance • Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies. Reading notation • <i>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</i> ◦ Understand the differences between 2/4, 3/4 and 4/4 time signatures. • <i>Read and perform pitch notation within an octave (e.g., C-C'/do-do).</i> • <i>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</i>
E3 - The story of the Magic Flute	• Deepen their understanding of the character Papageno - his motivation and relationships with the other characters. • Be able to sing part of the song 'Pa...Pa...Pa...' • Begin to understand how relationship can impact drama and vocal work	Singing • Include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. Listening • Listen to recorded performances and live music.

	Be able to compare and contrast two songs from <i>The Magic Flute</i>	Composition Improvise - Improvise freely over a drone, developing sense of shape and character, using tuned percussion (voice) and melodic instruments. - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose - Compose music to evoke a specific atmosphere, mood or environment. - Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book) - Capture and record creative ideas using technology. Musicianship Instrumental performance - Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies. Reading notation - Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. - Understand the differences between 2/4, 3/4 and 4/4 time signatures. - Read and perform pitch notation within an octave (e.g., C-C'/do-do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
E4 - Rehearse, Refine, Reflect	Be able to securely sing the songs <i>Hm! Hm! Hm!</i> and <i>Pa...Pa...Pa....</i>	Singing Include observing phrasing, accurate pitching and appropriate style.

	• Be able to perform appropriate actions and movements as a part of a stage performance of <i>Hm! Hm! Hm! and Pa...Pa...Pa...</i> • Be able to self and peer-evaluate their work, making suggests for how both the musical and dramatic aspects could be improved.	• Sing three-part rounds, partner songs, and songs with a verse and a chorus. Listening • Listen to recorded performances and live music. Composition Improvise • <i>Improvise freely over a drone, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.</i> ◦ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose • <i>Compose music to evoke a specific atmosphere, mood or environment.</i> ◦ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book) • Capture and record creative ideas using technology. Musicianship Instrumental performance • Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies. Reading notation • <i>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</i> ◦ Understand the differences between 2/4, 3/4 and 4/4 time signatures. • <i>Read and perform pitch notation within an octave (e.g., C-C'/do-do).</i>
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		Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	
Unit 3 - Lunar Lunes			
E1 - What do you hear?	- Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate how the composer has used musical devices to create images and ideas. - Develop an understanding of the history of music.	Listen Describe Inter-related dimensions of music	Singing - Include observing phrasing, accurate pitching and appropriate style. Listening - Listen to recorded performances and live music.
E2 - What is an Ostinato?	- Learn two asymmetrical ostinatos. - Orchestrate the ostinatos to create a crescendo.	Body percussion Ostinato Pattern Rhythm Dynamics Crescendo Texture	Listening - Listen to recorded performances and live music. Composition Improvise - Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.
E3 - How to compose an ostinato?	- Compose ostinatos within a piece of music. - Use appropriate instruments that fit the	March Ostinato Pulse Crescendo Tempo	Musicianship Instrumental performance Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

	sound and structure of an ostinato. Perform in an ensemble with accuracy and expression using inter-related dimensions of music.		
E4 - How can we structure our music?	- Perform as a group with increasing accuracy and confidence. - Improvise ostinato rhythms. - Create a structure for a piece of music. - Record the structure using words or graphic notation.	Rhythm Crescendo Compose Structure Recording	Compose - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Use chords to compose music to evoke a specific atmosphere, mood or environment. - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. Musicianship Instrumental performance - Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading notation <i>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</i>
E5 - What is a coda?	- Listening to and identifying a coda at the end of a piece of music. - Describing musically what happens in a coda.	Rhythm Coda Compose Notation	Composition - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Use chords to compose music to evoke a specific atmosphere, mood or environment.

	• Compose their own ideas to represent the music in the coda. • Use instruments to represent the sounds. • Notate the structure of the music. • Perform their composition following a written structure.		• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.
E6 - What could a new planet sound like?	• Represent a planet through a musical motif. • Compose musical motifs to create a piece of music. • Notate the structure of a musical piece. • Perform in an ensemble, considering key aspects of the structure and inter-related dimensions of music.	Musical motif Structure Notation	Singing • Perform a range of songs in school assemblies and in school performance opportunities. Composition Compose • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Use chords to compose music to evoke a specific atmosphere, mood or environment. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology. Musicianship Instrumental performance • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

			○ Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs. Reading notation • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. • <i>Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do-me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).</i>
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