

TLA Music Progression – Year 5

National Curriculum	<ul style="list-style-type: none"> - Sing and play musically with increasing confidence and control. - Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Improvise and compose music for a range of purposes using the inter-related dimensions of music. - Listen with attention to detail and recall sounds with increasing aural memory. - Use and understand staff and other musical notations. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music. 					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	Livin' on a prayer	Christmas Carol Concert	Classroom Jazz 1	Dancing in the Street	First Access: Ukulele	
Key Song(s)	Livin' on a prayer – Bon Jovi	Christmas Carol songs	Classroom Jazz – Ian Gray	Dancing in the Street – Martha and the Vandellas		
Focus Composers	Musician of the month					
Style of Key Song(s)	Rock	Pop	Bossa Nova and Swing	Motown	Mixed styles	
Knowledge Progression Listening and Appraising Musicianship Singing Composing / Improvising	To discuss the lyrics, style indicators, and musical dimensions of songs. To learn to read the notes C and D on the treble	To discuss the lyrics, style indicators, and musical dimensions of songs. To learn to read the notes C, D, E and F on the	To discuss the lyrics, style indicators, and musical dimensions of songs. To learn to read the notes C, D, E, F, G and A on the treble stave. To talk about the	To discuss the lyrics, style indicators, and musical dimensions of songs. To begin to explore the historical context	To discuss the lyrics, style indicators, and musical dimensions of songs. To discuss what else was going on at the time of songs. To consolidate reading the notes C, D, E, F, G, A, B and C on the treble stave. To talk about a range of musical characteristics in a song, using musical terminology.	

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	<p>stave.</p> <p>To talk about the main features of a song.</p> <p>To know that some musicians are improvising musicians.</p>	<p>treble stave.</p> <p>To talk about the different ways of singing: in unison, solos, and rapping.</p> <p>To know a well-known improvising musician.</p>	<p>different ways of singing: in unison, solos, lead vocals, backing vocals and rapping.</p> <p>To know two well-known improvising musicians.</p>	<p>of songs.</p> <p>To learn to read the notes C, D, E, F, G, A, B and C on the treble stave.</p> <p>To talk about the main features of a song, using musical language.</p> <p>To know three well-known improvising musicians.</p>	
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<p>Skills progression</p> <p>Listening and Appraising Musicianship Singing Composing / Improvising</p>	<p>To identify what stands out musically in a song.</p> <p>To play an instrumental part which matches pupil's musical challenge level.</p> <p>To sing with an awareness of how you fit into the group.</p> <p>To explain the structure of the melody in a composition.</p>	<p>To identify what stands out musically in two contrasting songs.</p> <p>To play an instrumental part which matches pupil's musical challenge level.</p> <p>To experience rapping.</p> <p>To explain the keynote or home note in a composition.</p>	<p>To compare similarities and differences in what stands out musically between two contrasting songs.</p> <p>To play an instrumental part which matches pupil's musical challenge level.</p> <p>To sing in unison, demonstrating a good singing posture, following a leader and with an awareness of being 'in tune'.</p> <p>To compose and record a simple melody using up to five notes in the style of Bossa Nova and Swing.</p>	<p>To identify what stands out musically in two songs of the same style.</p> <p>To play an instrumental part which matches pupil's musical challenge level.</p> <p>To sing in unison, demonstrating a good singing posture, following a leader and with an awareness of being 'in tune'.</p> <p>To compose and record a simple melody using up to five notes in the style of Motown.</p>	<p>To compare similarities and differences in what stands out musically between two songs of the same style.</p> <p>To begin to talk about what the message of a song might be.</p> <p>To learn to play a musical instrument with the correct technique.</p> <p>To play an instrumental part which matches pupil's musical challenge level.</p> <p>To sing in unison, demonstrating a good singing posture, following a leader and with an awareness of being 'in tune'.</p>
<p>New Vocabulary</p>	<p>Stave Structure Rock</p>	<p>Keynote Home note</p>	<p>Bossa Nova Swing Jazz Lead vocal Backing vocal</p>	<p>Motown</p>	
<p>End point of</p>	<p>To perform focus</p>	<p>To perform at the</p>	<p>To perform focus</p>	<p>To perform focus</p>	<p>To perform a range of songs at a</p>

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unit	song at the KS2 showcase, including some compositions if appropriate.	Christmas Carol concert, including a rap if appropriate.	song at the KS2 showcase, including some compositions if appropriate.	song at the KS2 showcase, including some compositions if appropriate.	ukulele showcase.
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