





LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 5

Subject: Music

Unit Curriculum Strand  	Autumn: (1) <i>Livin' On A Prayer</i> (by Bonjovi, 1986) & (2) <i>Classroom Jazz 1</i> (3 Note Bossa and 5 Note Swing by Ian Gray)	Spring: (3) <i>Make You Feel My Love</i> (by Bob Dylan - a Pop Ballad sung by Adele, 2008) & (4) <i>The Fresh Prince of Bel Air</i> (by Will Smith, 1990)	Summer: (5) <i>Dancing in the Street</i> (by Martha And The Vandellas, 1965) & (6) <i>Reflect, Rewind and Replay</i> (Variety of classical music from different time periods. E.g. a medieval Latin plainsong - composer unknown/ Dido And Aeneas by Henry Purcell, 1684/and more)
Singing and playing (with technical accuracy, expression and control)	Children can... <ul style="list-style-type: none">• use their voice, instruments, sounds and technology in creative ways (1-6)• sing with clear diction and mostly accurate tuning (1,3,4,5)• sing up to five songs from memory (1, 3, 4 and 5)• Play the notes: C, D, E, F, G, A, B + C by looking at the musical notations on the screen (1-6) Children know... <ul style="list-style-type: none">• that their posture can affect their music when playing or singing and sit/stand straight accordingly (1-6)• how to open and use their mouths in certain ways to ensure they sing with clear diction (1,3,4,& 5)• the symbols for rests, quavers and the different types of clefs written using staff notation (6)		
Exploring sounds; creating and composing music	Children can... <ul style="list-style-type: none">• explore changes in pitch, duration, tempo and structure (1-6)• make up music which matches their task (1,3,4,5)• talk about their composition ideas and give some reasons why they chose to use some musical ideas (1,3,4,5) Children know... <ul style="list-style-type: none">• how to prepare to sing songs/raps together in a group (1,3,4,5)• when they make up their own tune or rhythm it's called improvisation; an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition (1,3,4,5)		
Rehearsing and performing	Children can... <ul style="list-style-type: none">• rehearse, sing and play a range of music (1-6)• suggest, follow and lead simple performances (1-6)• when working in groups, they listen to and show respect for other children's work and suggestions (1-6) Children know... <ul style="list-style-type: none">• the importance of rehearsing in order to give a good performance (1-6)• how to perform together in an ensemble/band with ease and confidence (1-6)• everything that will be performed must be planned and learned (1-6)		
Listening and responding	Children can... <ul style="list-style-type: none">• listen carefully to music from a range of influences (1-6)• make sensible comments about their own and others' work, suggesting ways to improve it using musical vocabulary (1-6)• compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences (1-6) Children know... <ul style="list-style-type: none">• how to appraise a piece of music by using accurate musical language (1-6)• how to recognise instruments and features of key musical styles (1-6)• how music has changed and developed over the last century (5,6)		

