

Year 5 Medium Term Planning						
Advent 1 Y5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the instruments of the orchestra. Pupils will know the families of instruments through <u>listening</u>. Pupils will know what a conductor is and their role within the orchestra. Pupils will know what a “Down beat” is within music. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> </ul> <p>Down beat</p>	<p>Pupils will know how to <u>perform</u> the piece with <u>improvisation</u> by recapping and recalling the work in year 4. Pupils will know how to play musically and with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Gregorian Chant</li> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> <li>• Down beat</li> </ul>	<p>Pupils will know how to rehearse the new notes for the extension parts of the piece. Pupils will know how to play new notes required for these new parts. Pupils will <u>perform</u> together the first part of the new harmonised parts with a backing track. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Gregorian Chant</li> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> <li>• Down beat</li> </ul>	<p>Pupils will know how to <u>improvise</u> in with the backing. Pupils will know how to use at least 4 notes to <u>improvise</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Gregorian Chant</li> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> <li>• Down beat</li> <li>• Legato</li> </ul>	<p>Pupils will know how to <u>perform</u> the whole piece reading from stave notation. Pupils will know how to <u>improvise</u> within the middle section, by ear, using at least 4 notes. Pupils will appraise and evaluate their <u>performance</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Gregorian Chant</li> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> <li>• Down beat</li> <li>• Legato</li> </ul>	<p>Pupils will rehearse and <u>perform</u> the piece in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u>. Pupils will <u>perform</u> both. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Gregorian Chant</li> <li>• Listening</li> <li>• Crotchets</li> <li>• Minims</li> <li>• Time signature</li> <li>• Improvisation</li> <li>• Musicianship</li> <li>• Conducting</li> <li>• Down beat</li> <li>• Legato</li> </ul>

Advent 2 Y5	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will know what orchestral film music sounds like through <u>listening</u>. Pupils will know how to play with dynamic contrasts <i>mp</i> and <i>mf</i>. Pupils will know what a crescendo and a diminuendo is. Pupils will know how to play the notes for the new piece. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> </ul>	<p>Pupils will know how to <u>perform</u> the piece from stave notation. Pupils will know how to conduct crescendos and diminuendos Pupils will know how to play the layering section. Pupils will know how to conduct a 4/4-time signature. Pupils will know how to lead a school ensemble. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Time signature</li> <li>• Conducting</li> <li>• Down Beat</li> <li>• Layering</li> </ul>	<p>Pupils will know the new piece through <u>listening</u>. Pupils will know how to <u>perform</u> section A of the piece from stave notation. Pupils will know what an accent looks like and how to play it. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Time signature</li> <li>• Conducting</li> <li>• Down Beat</li> <li>• Layering</li> <li>• Accent</li> </ul>	<p>Pupils will know how to <u>perform</u> section B within the piece, linking to Section A. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Time signature</li> <li>• Conducting</li> <li>• Down Beat</li> <li>• Layering</li> <li>• Accent</li> </ul>	<p>Pupils will know how to play section C to the end, understanding and demonstrating crescendo. Pupils will know how to link all sections of the piece. Pupils will appraise and evaluate their rehearsal and <u>performance</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Time signature</li> <li>• Conducting</li> <li>• Down Beat</li> <li>• Layering</li> <li>• Accent</li> </ul>	<p>Pupils will rehearse and <u>perform</u> the pieces in a whole school performance. Pupils will <u>perform</u> musically and with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Composer</li> <li>• Orchestral film music</li> <li>• Dynamics</li> <li>• Mezzo Piano</li> <li>• Mezzo Forte</li> <li>• Fortissimo</li> <li>• Crescendo</li> <li>• Diminuendo</li> <li>• Time signature</li> <li>• Conducting</li> <li>• Down Beat</li> <li>• Layering</li> <li>• Accents</li> <li>• Musicianship</li> <li>• Performance</li> </ul>

Lent 1 Y5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the style of the blues through <u>listening</u>. Pupils will know how to <u>sing</u> a blues some through <u>listening</u>. Pupils will know the history of the Blues. Pupils will know the chords used in a twelve-bar blue. Pupils will know how to play the chords on their instruments.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve - Bar</li> </ul>	<p>Pupils will know the style of Rock and Roll through <u>listening</u>. Pupils will know how it links to the Blues. Pupils will know how to <u>compose</u> and structure and <u>sing</u> lyrics to the Blues.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve – Bar</li> <li>• Rock and Roll</li> <li>• Lyrics</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> </ul>	<p>Pupils will know how to <u>perform</u> the chords and <u>sing</u> their lyrics. Pupils will know how to structure their Blues song.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve – Bar</li> <li>• Rock and Roll</li> <li>• Lyrics</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> </ul>	<p>Pupils will know what a pentatonic scale is. Pupils will know how to <u>improvise</u> within the middle section of their Blues song using the C pentatonic scale. Pupils will know how to <u>perform</u> with the backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve – Bar</li> <li>• Rock and Roll</li> <li>• Lyrics</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> <li>• Improvise</li> <li>• Pentatonic Scale</li> </ul>	<p>Pupils will know how to play all sections of their Blues song. Pupils will appraise and evaluate the rehearsal and <u>musicianship</u> techniques.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve – Bar</li> <li>• Rock and Roll</li> <li>• Lyrics</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> <li>• Improvise</li> <li>• Pentatonic Scale</li> <li>• Appraise</li> <li>• Musicianship</li> </ul>	<p>Pupils will rehearse and <u>perform</u> in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues</li> <li>• Chords</li> <li>• Twelve – Bar</li> <li>• Rock and Roll</li> <li>• Lyrics</li> <li>• Structure</li> <li>• Verse</li> <li>• Chorus</li> <li>• Improvise</li> <li>• Pentatonic Scale</li> <li>• Appraise</li> <li>• Musicianship</li> <li>• Performance</li> </ul>

Lent 2 Y5	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the Jazz style through <u>listening</u>. Pupils will know what accidentals are in music. Pupils will know the rhythms to the new piece through <u>singing</u> section A. Pupils will know what Ternary form is. Pupils will know what a tied note is. Pupils will know how to play section A of the piece from stave notation with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> </ul>	<p>Pupils will know how to play the middle section of piece as a soloist or as part of an instrumental group. Pupils will know how to read the piece from stave notation. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> <li>• Soloist</li> </ul>	<p>Pupils will know how to play the end section of the piece, reading stave notation. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> <li>• Soloist</li> </ul>	<p>Pupils will know how to link the middle and end sections of the piece with increased <u>musicianship</u> incorporating dynamics. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> <li>• Soloist</li> <li>• Dynamics</li> </ul>	<p>Pupils will know how to link all three sections into a <u>performance</u>. Pupils will appraise and evaluate the rehearsal and <u>musicianship</u> techniques. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> <li>• Soloist</li> <li>• Dynamics</li> <li>• Appraise</li> </ul>	<p>Pupils will rehearse and <u>perform</u> in a school assembly. Pupils will <u>perform</u> musically and with <u>musicianship</u>. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Jazz</li> <li>• Tied Notes</li> <li>• Accidentals</li> <li>• Ternary form</li> <li>• Soloist</li> <li>• Dynamics</li> <li>• Appraise</li> <li>• Performance</li> </ul>

Pentecost 1 Y5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the style of swing through <u>listening</u>. Pupils will know how clap and play the rhythms to section A of the new piece. Pupils will understand bars rest and how to count them. Pupils will know what a repeat sign looks like and how it is used. Pupils will know what staccato note looks like and how to play it. Pupils will know how to swing paired quavers. Pupils will know how to use the appropriate articulation.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted note</li> <li>• Repeat sign</li> </ul>	<p>Pupils will know how to play the rhythms to section A from stave notation. Pupils will know how to clap and play the swing rhythms at section B.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted notes</li> <li>• Repeat sign</li> </ul>	<p>Pupils will rehearse all sections of the piece. Pupils will know how to <u>improvise</u> using notes from a pentatonic scale.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted notes</li> <li>• Repeat sign</li> <li>• Improvisation</li> </ul>	<p>Pupils will know how to create question and answer phrases working in pairs. Pupils will know how to <u>compose</u> their question-and-answer phases with a backing track.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted notes</li> <li>• Repeat sign</li> <li>• Improvisation</li> </ul>	<p>Pupils will rehearse the whole piece as a class ensemble. Pupils will evaluate their <u>musicianship</u> by <u>listening</u> and watching a practice <u>performance</u>.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted notes</li> <li>• Repeat sign</li> <li>• Improvisation</li> <li>• Musicianship</li> </ul>	<p>Pupils will rehearse and <u>perform</u> with <u>musicianship</u> and musicality in a school assembly.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Swing</li> <li>• Accents</li> <li>• Swing rhythms</li> <li>• Staccato</li> <li>• Dotted notes</li> <li>• Repeat sign</li> <li>• Improvisation</li> <li>• Musicianship</li> </ul>

Pentecost 2 Y5	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Medium term knowledge</b></p>	<p>Pupils will know the music style “funk” through <u>listening</u>. Pupils will know how to clap the rhythm part of section A through <u>listening</u>. Pupils will <u>perform</u> section A reading from stave notation. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> </ul>	<p>Pupils will know how to <u>perform</u> sections A to C from stave notation with a backing track. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> </ul>	<p>Pupils will know how their chosen skill fits within the middle section of What’s the Jazz? <u>Composing</u> pupils will know how to <u>compose</u> a 4-bar staff notated rhythm using notes from the blues scale. <u>Improvising</u> pupils will know how to <u>improvise</u> a 4-bar rhythm. Question and answer pupils will know how to <u>compose</u> a 4-bar question-and-answer phrase. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> <li>• Composition</li> <li>• Question and Answer</li> <li>• Improvisation</li> </ul>	<p>Pupils will know how to implement their chosen skill set within the piece with a backing track. Pupils will know how to <u>perform</u> with <u>musicianship</u>, accuracy, and confidence. Pupil will know how to play section E to the end. Pupils will know how play a crescendo. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> <li>• Composition</li> <li>• Question and Answer</li> <li>• Improvisation</li> <li>• Fortissimo</li> </ul>	<p>All Pupils will evaluate and appraise their <u>performance</u> through listening/watching. Pupils will know how to make improvements to their own work. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> <li>• Composition</li> <li>• Question and Answer</li> <li>• Improvisation</li> <li>• Fortissimo</li> </ul>	<p>Pupils will rehearse and <u>perform</u> the pieces with <u>musicianship</u> and musicality in a school assembly. Vocabulary:</p> <ul style="list-style-type: none"> <li>• Blues scale</li> <li>• Semi quavers</li> <li>• Dotted notes.</li> <li>• Repeat sign</li> <li>• Composition</li> <li>• Question and Answer</li> <li>• Improvisation</li> <li>• Fortissimo</li> <li>• Performance</li> </ul>