



Year Group	5	Term	Spring	Subject	Music	Topic	Ballads
						Key Question	What are the features of old-school hip hop?
<b>Prior Learning and other Curriculum Links</b>  <b>Progression map</b>	<p>Year 1: I can discuss feelings and emotions linked to different genres of music</p> <p>Year 2: I can begin to describe a piece of music using my key vocabulary</p> <p>Year 3: -I understand that improvisation is when a composer makes up a tune within boundaries -I can compose a simple piece and write it down then perform it -I am developing my understanding of written notation including crotchets and rests</p> <p>Year 4: -I can use musical language to appraise a piece or style of music -I understand and can explain the definitions for previous and current key vocabulary</p>				<b>Target Tracker statements (Skills)</b>  <b>Scheme of work</b>	<ul style="list-style-type: none"> <li>• Find and keep an internal pulse</li> <li>• Copy back rhythms and pitches</li> <li>• Respond rhythmically and melodically through question and answer activities</li> <li>• Sing in unison with an awareness of being in tune, of other singers in the group and a song's mood</li> <li>• Follow the directions of a musical leader and sing a pop ballad from memory</li> <li>• Play 2 note instrumental parts accurately and in time, both by ear and from notation (C + D)               <ul style="list-style-type: none"> <li>• Improvise using instruments within the context of a song (1 or 2 given notes: C + D)</li> </ul> </li> <li>• Compose a melody using simple rhythms (based around 3 notes: C + D+ E)</li> <li>• Identify the structure of a pop ballad</li> <li>• Identify the instruments and voices used in a pop ballad (strings, piano, guitar, bass, drums)               <ul style="list-style-type: none"> <li>• Identify some of the style indicators of pop ballads</li> </ul> </li> <li>• When listening to a song, comment on tempo, dynamics and texture</li> <li>• Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting</li> <li>• Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions</li> </ul>	

			<ul style="list-style-type: none"> <li>• Appraise a performance, discussing what went well and how it could be improved</li> <li>• Discuss music using musical term</li> </ul>
<b>Fundamentals</b>	<p><b>Listen:</b> To develop an understanding of the history and context of music and listen with attention to detail at different genres. Recall sounds with increasingly aural memory.</p> <p><b>Understand:</b> To understand how pulse, rhythm and pitch work together</p> <p><b>Appraise (oracy):</b> To appraise a piece of music and compare to other genres using key vocabulary and explain their favourite musician and why</p> <p><b>Perform:</b> To play and perform in a solo or ensemble context with some accuracy, control, fluency and expression.</p> <p><b>Improvise:</b> To improvise with increasing confidence using voice, rhythm and pitch</p> <p><b>Compose:</b> I can compose complex rhythms</p> <p><b>Notation:</b> To develop an understanding of written notation focusing on staves, semi-breves, dotted crotchets and notation previously taught in Y3/Y4</p>	<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>- How to appraise an old school hip-hop.</li> <li>- How to appraise rap music.</li> <li>- Compare and contrast hip-hop songs using musical vocabulary.</li> <li>- Understand what hip-hop and rap is.</li> <li>- Know that a crotchet is 1 beat</li> <li>- Know that a minim is 2 beats</li> <li>- Know that a semi-breve is 4 beats</li> <li>- To recognise a rest symbol</li> <li>- To be able to find C, D and E on a piano.</li> </ul>
<b>Our Curriculum Journey</b>	<p>Journey: The children will begin the topic of old-school hip-hop by listening to Will Smith's 'Fresh Prince of Bel-Air'. They will then appraise by recognising the style indicators and using musical terminology. Moving on, they will compare a variety of hip-hop songs before moving onto music making, focusing on performance, composition, including improvisation and freestyle, rapping and instrumentation.</p>		
<b>Key Vocabulary (revisited)</b>	<ul style="list-style-type: none"> <li>• Quavers</li> <li>• Musical styles</li> <li>• Body percussion</li> <li>• Challenging rhythms</li> <li>• Untuned instruments</li> <li>• Tuned instruments</li> </ul>	<b>Key Vocabulary (new)</b>	<ul style="list-style-type: none"> <li>• Old-school Hip Hop</li> <li>• Rap</li> <li>• Riff</li> <li>• Synthesizer</li> <li>• Deck</li> <li>• Backing loops</li> </ul>

- Solo
- Ensemble
- Formal written notation
- Minims
- Voice
- Staves
- Semibreves
- Dotted crotchets
- History of music
- Pulse
- Rhythm
- Pitch
- Tempo
- Dynamics
- Timbre
- Texture
- Structure

- Funk
- Scratching
- Unison
- Melody
- Compose
- Improvise
- Cover
- Dotted crotchets
- Varied pitch
- Accuracy
- Control
- Complex rhythms