



## Year Five Music Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Term 1</b>	<p>Music: South and West Africa</p> <p><b>Lesson 1: 'Shosholoza' a cappella</b></p> <p><b>LO:</b> To sing a traditional African song unaccompanied</p> <p><b>KS2: MU1, MU2, MU3, MU4, MU5, MU6</b></p> <p><b>Big Idea (Aspect):</b> Creativity (Singing) Investigation (Listening)</p>	<p>Music: South and West Africa</p> <p><b>Lesson 2: Playing 'Shosholoza'</b></p> <p><b>LO:</b> To use tuned percussion to play a chord progression</p> <p><b>KS2: MU1, MU2, MU3, MU4, MU5, MU6</b></p> <p><b>Big Idea (Aspect):</b> Creativity (Performance, Pulse and rhythm)</p>	<p>Music: South and West Africa</p> <p><b>Lesson 3: The 'Shosholoza' show</b></p> <p><b>LO:</b> To use vocals or tuned percussion to perform a piece of music as an ensemble</p> <p><b>KS2: MU1, MU2, MU3, MU4, MU5, MU6</b></p> <p><b>Big Idea (Aspect):</b> Creativity (Performance, Pulse, and rhythm)</p>	<p>Music: South and West Africa</p> <p><b>Lesson 4: Drumming away to Africa</b></p> <p><b>LO:</b> To play call and response rhythms using percussion instruments</p> <p><b>KS2: MU1, MU2, MU3, MU4, MU5, MU6</b></p> <p><b>Big Idea (Aspect):</b> Creativity (Pulse and rhythm)</p>	<p>Music: South and West Africa</p> <p><b>Lesson 5: Eight-beat breaks</b></p> <p><b>LO:</b> To create an eight beat break to play within a performance.</p> <p><b>KS2: MU1, MU2, MU3, MU4, MU5, MU6</b></p> <p><b>Big Idea (Aspect):</b> Creativity (Performance, Composition)</p>	
<b>Term 2</b>						
<b>Term 3</b>	<p>Music: Composition notation</p> <p><b>Lesson 1:</b> Here comes the Egyptians</p>	<p>Music: Composition notation</p> <p><b>Lesson 2:</b> Hieroglyphic score</p>	<p>Music: Composition notation</p> <p><b>Lesson 3:</b> Play like an Egyptian</p>	<p>Music: Composition notation</p> <p><b>Lesson 4:</b> Pitch pyramids</p>	<p>Music: Composition notation</p> <p><b>Lesson 5:</b> Egyptian farewell</p>	



## Year Five Music Overview for the Year

	<p><b>LO:</b> To sing with accuracy, fluency, control and expression. <b>KS2:</b> MU1, MU2, MU3, MU4, MU5,</p> <p><b>Big ideas (Aspect):</b> <b>Creativity (Singing, Performance)</b></p>	<p><b>LO:</b> To explore and use different forms of notation. <b>KS2:</b> MU1, MU2, MU3, MU4, MU5,</p> <p><b>Big ideas (Aspect):</b> <b>Creativity (Composition, Pulse and rhythm, Notation)</b></p>	<p><b>LO:</b> To understand note length. <b>KS2:</b> MU1, MU2, MU3, MU4, MU5,</p> <p><b>Big ideas (Aspect):</b> <b>Creativity (Pulse and rhythm, Composition, Notation)</b></p>	<p><b>LO:</b> To read simple pitch notation. <b>KS2:</b> MU1, MU2, MU3, MU4, MU5,</p> <p><b>Big ideas (Aspect):</b> <b>Creativity (Composition, Notation)</b></p>	<p><b>LO:</b> To use hieroglyphics and stave notation to write a piece of music. <b>KS2:</b> MU1, MU2, MU3, MU4, MU5,</p> <p><b>Big ideas (Aspect):</b> <b>Creativity (Pulse and rhythm, Composition)</b></p>	
<b>Term 4</b>						
<b>Term 5</b>	<p>Music: Musical theatre</p> <p><b>Lesson 1: What is musical theatre?</b></p> <p><b>LO:</b> To understand the history of musical theatre.</p> <p><b>KS2:</b> MU1, MU2, MU3, MU5, MU6</p>	<p>Music: Musical theatre</p> <p><b>Lesson 2: Character or action song</b></p> <p><b>LO:</b> To identify character songs and action songs.</p> <p><b>KS2:</b> MU1, MU2, MU3, MU5, MU6</p>	<p>Music: Musical theatre</p> <p><b>Lesson 3: Create your own musical</b></p> <p><b>LO:</b> To create musical theatre scene.</p> <p><b>KS2:</b> MU1, MU2, MU3, MU5, MU6</p>	<p>Music: Musical theatre</p> <p><b>Lesson 4: Rehearsing my musical</b></p> <p><b>LO:</b> To rehearse a musical theatre scene.</p> <p><b>KS2:</b> MU1, MU2, MU3, MU5, MU6</p> <p><b>Big ideas (Aspect):</b></p>	<p>Music: Musical theatre</p> <p><b>Lesson 5: Performing my musical</b></p> <p><b>LO:</b> To perform a musical theatre scene.</p> <p><b>KS2:</b> MU1, MU2, MU3, MU5, MU6</p> <p><b>Big ideas (Aspect):</b></p>	



## Year Five Music Overview for the Year

	<b>Big ideas (Aspect): Investigation (Listening, Music appreciation)</b>	<b>Big ideas (Aspect): Investigation (Listening, Music appreciation)</b>	<b>Big ideas (Aspect): Creativity (Pulse and rhythm, Composition)</b>	<b>Creativity (Singing, Pulse and rhythm, Composition)</b>	<b>Creativity (Singing, Pulse and rhythm, Composition)</b>	
Term 6						