



Year 5 Music KCV



Summer 2: Reflect, Rewind and Replay



Prior Learning
Children will know about singing, how their voices can sing sounds in various ways, creating various sounds.
Children will have a basic knowledge about tempo, pitch, rhythm and dynamics of a song and how these can change.
Children will have been exposed to songs from a variety different genres such as hip hop, Afropop, pop, RnB and Latin.
Children will have had experience of improvising, composing, and performing.
Children will be able to recognise a variety of different instruments within a song.

Key Learning
By the end of the term children will have gained the following knowledge and skills:
Listen and Appraise Classical music.
Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.
Singing in unison and in time with the music.
Play instruments within the song.
Improvise using voices and instruments
Compose a song.
Share and perform the learning that has taken place

Key Concept Questions
Describe your favourite style of music and why?
What similarities does classical music have compared to other styles?



High Frequency Vocabulary	
Lyrics	Beat
Rhythm	Chorus
Timbre	Piano
Pitch	Instruments
Pulse	Structure
Tempo	Texture
Verse	Melody
Compose	Improvise
Dynamics	Strings
Guitar	Bass
Verse	Hook

Subject Specific Vocabulary	
Classical Music	Classical music refers to a very definite period in the history of music, which is called the classical period.
Stave	A set of five horizontal lines and four spaces that each represent a different musical pitch.
Clef	A musical symbol used to indicate the pitch of written notes.
Semibreve	Equal to four crotchets and takes up and entire measure in time.
Semibreve Rest	A pause or interval of silence equal in duration to two half rests or ne half of a breve rest.