



Music Year 5 Long Term Plan

Themes (No. of weeks/Term)	Autumn 1 Harvest Celebration	Autumn 2 Composition – Latin American Rhythm Grids	Spring 1 Music Appraisal - Carnival of the Animals	Spring 2 Easter Celebration - Percussion skills and singing	Summer 1 Keyboard Skills	Summer 2 Composition - 'Girl and Robot'
	Extending skills in pitch, rhythm and pulse. Introduction to Latin American-style music and composition.	Developing notation and composition skills through Latin American music. Christmas songs – developing singing skills.	Understanding imagery in music – the role of instrumentation, style, dynamics, tempo and melody.	Percussion skills and singing Composition – developing notation and composition skills.	Learning to play the keyboard, performance development and notation reading	Creating a soundtrack for an animated film; developing Garage Band skills.
Substantive Knowledge/skills Substantive Knowledge The technical facts, vocabulary, and theoretical components of music. This involves learning the technical elements, musical terminology, and building a repertoire of knowledge across different styles. Inter-related Dimensions of Music: Understanding pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. Notation: Using staff notation and other systems (e.g., symbols, rhythm grids). Context & History: Familiarity with high-quality live/recorded music from different traditions, cultures, and periods (e.g., great composers).	<i>I am able to understand and describe the basic characteristics of syncopated rhythms.</i> <i>I am able to recognise and describe some of the features of Latin American music.</i> <i>I can interpret formal notation presented in a rhythm grid, including syncopated rhythms</i> <i>I can recognise a range of musical genres, and understand some of the features which contribute to each respective style.</i> <i>I am able to use given success criteria in some tasks to help improve the standard of my work.</i>	<i>I understand and can describe the impact certain songs (e.g. Remembrance) have upon performers and audiences.</i> <i>I understand that poetry combined with music can evoke emotions, giving examples of this.</i> <i>I can recognise an increasing range of musical genres, including rap, and describe some of the features which contribute to each respective style.</i> <i>I am beginning to understand that changing dynamics can affect a performance and can give example of this.</i> <i>I am developing my understanding of more</i>	<i>I can recognise and describe the features of an increasing range of musical genres.</i> <i>I can explain how choices of instruments, lyrics, voices and overall style contribute to a particular genre.</i> <i>I can consider and explain whether my taste in music is eclectic or selective.</i> <i>I am developing an appreciation of a broader range of music, including classical music and I can explain my opinions relating to this.</i> <i>I can explain how music can conjure up powerful imagery and am able to describe ways in which a composer does this.</i>	<i>I understand that changing rhythms can make music seem faster even though the tempo has not changed.</i> <i>I can edit a composition to ensure the style matches the [Greek-inspired] feel of the music.</i> <i>I can explain the characteristics of a syncopated rhythm.</i> <i>I understand how composers can create imagery for a listener through their choices of instrumentation, rhythm, melody, style and harmony.</i> <i>I can explain the meaning of texture in music.</i>	<i>I recognise and can explain the role practice and dedication plays in mastering a musical instrument.</i> <i>I can name the main features of a keyboard, including the names of the keys.</i> <i>I know how to sit correctly in front of a keyboard and maintain a good hand position.</i> <i>I recognise and can explain that there are many different styles of piano playing.</i> <i>I know and can describe the fingerings of the right and left hand.</i>	<i>I can explain how can soundtracks be used to effectively convey the mood and action in a movie.</i> <i>I can explain what a steam punk story involves.</i> <i>I can explain what texture means in music.</i> <i>I understand that the style of music can be manipulated to create different moods for the listener, and can give examples of this.</i>



Musical Vocabulary: Using correct terminology (e.g., crescendo, allegro, texture)		<i>complex notation patterns and can explain some of these.</i> <i>I can recognise and explain the role traditional songs play in the Christian religion and local communities.</i> <i>I am beginning to understand and can explain how choices of instruments, lyrics, voices and style contribute to a particular genre.</i> <i>I understand that musical tastes are objective, explaining why I like/dislike certain pieces.</i>	<i>I appreciate that our tastes in music are subjective and that these may change over time, giving examples of this.</i>	<i>I understand how a round creates texture in music through the building of layers of sound.</i>	<i>I can practise a piece using appropriate focus and determination to improve.</i> <i>I can perform a selection of keyboard pieces, using good posture, correct fingering, accurate rhythm and a steady beat.</i>	
Disciplinary Knowledge Specific to that unit (musicianship" skills of how to apply, create, and interpret sound. It is the "how"—applying the substantive facts through composing, performing, and listening, enabling students to act as musicians.) Listening I begin to recognise the appearance and sound of a range of musical instruments?	Performing and Singing <i>I can maintain a steady beat whilst clapping a range of increasingly complex rhythms.</i> <i>I can sing songs with accurate pitch and a clear enunciation of lyrics.</i> <i>I can clap a syncopated rhythm when given an on-beat rhythm.</i>	Performing and Singing <i>I can sing Remembrance songs with empathy and emotion.</i> <i>I can create a Latin American style composition using Garage Band.</i> <i>I can sing with accurate pitch, clear pronunciation and strong projection.</i> Performance	Listening <i>I can listen to a range of classical music from different periods</i> <i>I can listen to and evaluate a range of classical music.</i> Musicianship and Appraisal <i>I am fostering my enjoyment of a number of musical genres by</i>	Performing and Singing <i>I can sing Easter songs with accurate pitch, strong projection and clear pronunciation of words.</i> <i>I can sing an Easter round with accurate pitch and an awareness of harmonies around me.</i> Composition	Performing <i>I can play a piano piece starting on the note C.</i> <i>I can play a piano piece using the notes C, D and E, using the correct fingering and posture.</i> <i>I can read simple piano notation and use this knowledge to play a 3-finger piece.</i>	Composition <i>I can create sections on Garage Band and choose instruments for a soundtrack.</i> <i>I can select a range of instruments on Garage Band and record these in my [Girl and Robot] composition.</i> <i>I can duplicate and save a Garage Band file.</i>



I begin to understand how composers can create imagery in music through their choices of instrument and melody? (Peter and the Wolf) Composition <i>I can compose a Latin American-style Rhythm Grid.</i> <i>I can perform a Latin American Rhythm Grid.</i> <i>I can edit, improve and perform a Latin American-style Rhythm Grid.</i>	<i>I am able to interpret formal notation presented in a rhythm grid, including syncopated rhythms by playing, clapping or singing the music.</i>	<i>I can perform Christmas songs to an audience with strong projection, accurate pitching and clearly pronounced words.</i>	<i>listening attentively to a varied selection of music.</i>	<i>I can create a rhythm grid to accompany an Easter song.</i> <i>I can edit my composition to ensure the style matches the [Greek-inspired] feel of the music.</i> Listening, Appraisal and Musicianship <i>I am developing my musical memory by sequencing short musical motifs.</i>	<i>I can practise a piece using appropriate focus and determination to improve.</i> <i>I can perform a selection of keyboard pieces, using good posture, correct fingering, accurate rhythm and a steady beat.</i> <i>I can play a keyboard piece using all five fingers of the right hand.</i>	<i>I can employ the more complex features of Garage Band, building layers of sound to create a thicker texture.</i>
Key vocabulary	syncopation; Latin American music; Rhythm grids; style; formal notation; percussion	Remembrance; empathy; genre; ; Latin American; pronunciation;	imagery; classical music; instrumentation; eclectic; selective; appraisal; smooth; ; jumpy;	semiquaver; minim; crotchet; quaver; syncopation; suite; edit; round; harmony;	piano; keyboard; posture; fingering; dedication; practice; duration; synthesizer	soundtrack; steam punk; sections; texture; layers; sound effects; duplicate;
Cross Curricular Opportunities	Geographical, historical and PSHE links present in opening Latin American unit when studying origins of music, role played by slavery in bringing Spanish language and rhythms to other areas of the World and location of countries features this style in their culture. History and geography of WWI and WWII linked with Remembrance song studies. Historical skills covered in studying music from around the World with Ten Pieces appraisal work. Literacy skills involved in creating music for Girl and Robot steam punk composition.					
Commentary	The opening unit of Year 5 will build upon notation skills developed in early KS2. It will introduce the children to more complex syncopated rhythms and the music of South America via Latin American composition grids. Basic formal notation will be extended when writing off-beat rhythms and more genres	This unit aims to expand the children's' knowledge Latin American music through more practical tasks, including composing rhythm grids. This work will also develop a broader understanding of notation, including complex syncopated rhythms. In singing Easter songs children will become more aware of	This unit aims to widen the spectrum of classical works encountered through our 'Ten Pieces' investigation. Children will learn that musical taste is subjective and that their opinions may change over time. It will also build upon the appraisal work of Year 3 and 4 by introducing a more complex classical work	This unit will extend the children's' understanding of notation and composition. As in Y4 children will use rhythm grids to create 4-beat rhythms, but here the notation will involve more complex patterns, including syncopation. In singing a range of Easter songs they will encounter more genres of	This unit both introduces entirely new skills in studying the layout, fingering and basic technique of keyboard playing, whilst imbedding and developing the necessary notation-reading skills learnt whilst studying recorder and ukulele in Year 3 and 4. In watching and listening to pianists playing jazz,	The final unit of Y5 will draw together all of the musical understanding gained in both this, and previous years, in writing a short soundtrack to an animated movie. Skills in listening, appraisal, composition and Garage Band will be utilised and extended. This unit also aims to allow pupils' individuality to shine



	of music, via our Harvest work will be explored.	the power and emotion music can evoke.	(Carnival of the Animals) for the children to interpret. This will demand a musical vocabulary of greater depth when explaining the imagery.	music as well as improving their 'ear' and having a greater awareness of the accuracy of their pitch.	classical, blues etc they will both develop their understanding of the myriad genres of music around us as well as recognising the role practice and dedication plays in making us excel in any discipline.	through as they decide which sounds to include in their soundtrack.
Adaptions for LA pupils	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.	•Tailor questioning to incorporate key LO but with language appropriate to ability. •Provide word banks and examples where appropriate. • Use 'Widget' software to provide visual learning tools and to access LO's • Pre-teach key vocabulary • Refer ch. to glossary in music books for some key vocab. • Work in mixed ability pairs/ groups for some tasks. • Edit some tasks to allow access to LO at a more app. level • Model skills for practical tasks, allowing LA children to develop physical ability and improve retention.



Adaptions for GD pupils	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.	•Tailor questioning to incorporate key LO but with more complex language appropriate to ability. • Invite LA to add more complex vocabulary raised in discussions to glossary in music books for some key vocab. • Work in higher ability pairs/ groups for some tasks. • Include second, more complex, LO on selected tasks to challenge HA children • Include 'All...' and 'Some...' on worksheet 'Toolkit' to show expectations of HA children.
Resources/Approaches	Collins Hub used for some starter activities. Link to be found on each desktop with login and password saved. Starter activities listed as 'Skill Builders' and highly effective for teaching elements such as pitch, beat, duration etc. Key elements videos also helpful teaching tool on Collins Hub. Majority of resources created by Music Co-ordinator and found on Shared Area, e.g. Year 6 Samba resources, including website links and all worksheets, located in Google Drive/ Staff Area/ N Robson 2025-26/ Mr Robson Resources 2025-26/ Music Year 6/ Summer Term 1 st half 2026/ Samba. Majority of songs used from 'Out of the Ark' music books, with vocal and backing tracks – licenced for performance by school.					
Career Links	Instrumentalist, secondary music teacher, primary teacher, vocalist, sound engineer, theatre performer.					