

Music - TERMLY CURRICULUM OVERVIEW		Year 5 Autumn
Departmental intent statement	<p>Pupils at TCMS will enjoy a broad and ambitious music curriculum, rich in skills and knowledge, which will ignite their curiosity and prepare them well for future learning or employment. Our music curriculum will give pupils the opportunity to develop a thorough understanding of music, through performing, composing and listening. It is designed to develop self-confidence and a sense of achievement through performance (in lessons and through extra-curricular participation), encourage creativity through composition skills and encourage personal development through ensemble performances and group compositions.</p> <p>We hope that music, whether formally or informally, will play an important role in the lives of our pupils as they grow older and by learning to appreciate music at school age they will be able to revisit music/musical instruments throughout their life.</p>	
Topic	The Victorians	
Prior knowledge	<ul style="list-style-type: none"> • A basic understanding of pitch, duration and rhythm. • Basic instrumental skills. • Some experience of individual and group singing. 	
Content overview	<p>This unit explores music and musical inventions in the Victorian period, beginning with an exploration into Victorian musical mediums.</p> <ul style="list-style-type: none"> • Pupils learn about gadgets such as the Music Box, Player Piano, Street Piano and Penny-in-the-Slot • Pupils will listen and watch these gadgets in action, looking at sound production methods • Pupils explore Victorian street cries, popular in Victorian markets of the time as sellers advertised their wares • Pupils sing and perform a number of different Victorian street cries before composing their own, exploring melodic shape and pitch on the keyboards • Pupils explore the popular Victorian traditional Christmas carols. 	
NC objectives /age related expectations	<ul style="list-style-type: none"> • Read and write notes AG • To understand the treble clef • Continue to use expression when singing in groups and individually. • Develop performance skills on both classroom instruments and individual instruments. • Progressing of reading and writing notes using a full staff. • Play tuned instruments melodically 	
Vocabulary	Pitch, crotchet,minim,quaver,semibreve,rest ,duration,rhythm, dynamics,temp, diminuendo, crescendo, melody,harmony,structure and form.	

Cross-curricular opportunities	<p>Science - exploring pitch/tone</p> <p>Maths - importance of logical sequencing, time, fractions,</p> <p>English - practising speaking and listening skills, dramatic performance, links to Victorian literature/newspaper</p>
Extracurricular opportunities	<p>Big Sing with Berwick Church of Scotland</p> <p>School Christmas Concert</p> <p>Carol Service</p> <p>School Choir Performance</p> <p>Performing arts Video Oliver Twist</p>
SMSC – spiritual, moral, social and cultural opportunities	<ul style="list-style-type: none"> ● Encourage class/group collaboration on musical projects BV ● Create a sense of community BV ● Interact with the community through events or visits BV ● Reflect on different kinds of music ● Explore creativity in composing ● Use imagination in group work, song writing and composing ● Respect diversity in music BV ● Respect the musical heritage of different cultures and learn to play the music of other cultures BV ● Gain an understanding of British and World Musical Heritage (classical, folk and popular) BV
Careers information	<p><u>Benchmarks covered:</u></p> <p>3. Addressing the needs of each pupil</p> <p>5. Experiences with employers/employees</p> <p>6. Experiences of workplaces</p> <p>7. Encounters with further & higher education</p>