



**St Charles Catholic Primary School**  
**Year 5 Medium Term Plan**

**Music Medium Term Plan**

<b>Autumn 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Our community Musical focus: Performing Subject Link: History					
<b>Learning Objectives</b>					
<u><b>Tour through time</b></u> I can learn to sing a song  I can understand metre through singing and playing instruments  I can conduct a metre of four	<u><b>Here and now</b></u> I can conduct metres of two and three  I can write lyrics	<u><b>In the past</b></u> I can write lyrics  I can extend arrangements of a song	<u><b>Jerusalem</b></u> I can conduct metres of two and three  I can learn to sing a song from our musical heritage	<u><b>Jerusalem fusion</b></u> I can develop accompaniments using ostinato and invented or improvised rhythms	<u><b>Changing world</b></u> I can rehearse for a performance  I can develop a performance by adding other media  I can perform with awareness of audience
<b>Key Vocabulary</b> •Metre •Melodic ostinato	<b>Key Vocabulary</b> •Melodic ostinato •Lyrics	<b>Key Vocabulary</b> •Lyrics •Melodic ostinato	<b>Key Vocabulary</b> •Metre	<b>Key Vocabulary</b> •Ostinato •Improvisation	<b>Key Vocabulary</b> •Dynamics •Melodic ostinato •Metre
<u><b>Key NC areas covered</b></u> • Pupils understand and explore how music is communicated (conducting) • Pupils play and perform, using their voices and playing musical instruments with increasing accuracy and expression • Pupils develop an understanding of musical composition, and compose and improvise • Pupils create music on their own and with others					



<b>Autumn 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Solar system Musical focus: Listening Subject Link: Science					
<b>Learning Objectives</b>					
<p><b><u>Solar songs</u></b> I can listen to music with focus, and analyse its composition using musical vocabulary</p> <p>I can relate sound sequences to images</p> <p>I can interpret images to create descriptive sound sequences</p>	<p><b><u>The sky at night</u></b> I can develop the use of dynamics in a song</p> <p>I can listen to music, focusing on dynamics and texture</p> <p>I can learn a melodic ostinato using staff notation</p>	<p><b><u>Planets in orbit</u></b> I can develop techniques of performing rap using texture and rhythm</p>	<p><b><u>Footprints on the moon</u></b> I can learn a song with a complex texture</p> <p>I can learn about the sound of the whole tone scale</p>	<p><b><u>Earthrise from Apollo</u></b> I can listen to music and describe its use of the musical dimensions</p> <p>I can perform a song with expression and with attention to tone and phrasing</p> <p>I can create a musical background to accompany a poem</p>	<p><b><u>Space graphics</u></b> I can create and present a performance of song, music and poetry</p>
<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Structure</li> <li>•Verse</li> <li>•Chorus</li> <li>•Bridge</li> <li>•Dynamics</li> <li>•Timbre</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Melodic ostinato</li> <li>•Dynamics</li> <li>•Diminuendo</li> <li>•Crescendo</li> <li>•Texture</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Texture</li> <li>•Tempo/tempi</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Texture</li> <li>•Duration</li> <li>•Rhythm</li> <li>•Pitch</li> <li>•Structure</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Timbre</li> <li>•Texture</li> <li>•Pitch</li> <li>•Dynamics</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>•Texture</li> </ul>



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**Key NC areas covered**

- Pupils listen to, review, and evaluate music across a range of historical periods, including the works of the great composers
- Pupils explore dynamics, timbre, tempo, and texture
- Pupils use and understand staff and other musical notations
- Pupils learn to sing with expression
- Pupils develop an understanding of musical composition



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<b>Spring 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Life cycles Musical focus: Structure Subject Link: PSHE					
<b>Learning Objectives</b>					
<u><b>Lullabies</b></u> I can sing in three parts  I can read a melody in staff notation  I can accompany a song with tuned and untuned instruments	<u><b>Lesson time</b></u> I can compose and perform together  I can sing in two parts	<u><b>Deadline</b></u> I can combine vocal sounds in performance  I can create a performance using voices and instruments in four parts	<u><b>Work sounds</b></u> I can explore extended vocal techniques  I can develop a structure to combine sounds	<u><b>Late in life</b></u> I can create musical effects using contrasting pitch	<u><b>The Underworld</b></u> I can learn about the music of early opera  I can create descriptive music  I can develop a performance with awareness of audience
<b>Key Vocabulary</b> •Structure •Round •Metre	<b>Key Vocabulary</b> •Structure •Melody •Lead vocal •Backing vocal	<b>Key Vocabulary</b> •Structure •Cumulative •Beat/pulse •Tempo/tempi •Dynamics	<b>Key Vocabulary</b> •Pitch •Dynamics •Tempo •Structure •Cumulative •Clusters •Symmetrical	<b>Key Vocabulary</b> •Pitch •Rhythm •Chord •Trill	<b>Key Vocabulary</b> •Minor •Chord •Pitch •Timbre •Rhythm



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**Key NC areas covered**

- Pupils appreciate and understand a wide range of recorded music drawn from different traditions, styles, and genres, including the works of the great composers and musicians (Monteverdi's *L'Orfeo*)
- Pupils develop an understanding of musical composition
- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils explore structure, timbre, and appropriate musical notations



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<b>Spring 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Keeping healthy Musical focus: Beat Subject Link: Physical education					
<b>Learning Objectives</b>					
<u><b>Body-popping skeleton</b></u> I can explore beat at different tempi  I can sing syncopated melodies  I can develop rhythm skills through singing, playing and moving	<u><b>Dry bones</b></u> I can sing and play scales and chromatic melodies  I can use steady beat and syncopated rhythms	<u><b>Synchronised swimming</b></u> I can accompany a song with sung and played drones  I can sing in unison and two parts	<u><b>Learn to swim</b></u> I can •Developing an arrangement of a two-part song  I can learn and create accompaniments for a song  I can read grid or staff notation to play a bassline	<u><b>On your bike</b></u> I can learn to perform a song with syncopated rhythms	<u><b>Circuit training</b></u> I can arrange a complete performance of music and songs  I can use a score to notate and guide selected elements of a performance
<b>Key Vocabulary</b> •Tempo •Structure	<b>Key Vocabulary</b> •Pitch •Scale •Chromatic •Rhythm •Syncopation	<b>Key Vocabulary</b> •Drone •Chromatic •Unison	<b>Key Vocabulary</b> •Structure	<b>Key Vocabulary</b> •Syncopation	<b>Key Vocabulary</b> •Score •Structure



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**Key NC areas covered**

- Pupils explore pitch, structure, texture, and appropriate musical notations, including staff notation
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils sing and play musically, with increasing confidence and control
- Pupils perform in an ensemble context



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<b>Summer 1</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
At the movies Musical focus: Composing Subject Link: English					
<b>Learning Objectives</b>					
<u><b>Sound effects</b></u> I can understand music narrative  I can interpret notation  I can use a storyboard to structure sounds	<u><b>Abstract Albert</b></u> I can learn about the use of sound effects in movies  I can explore and use narrative structure  I can compose sound effects to perform with a movie	<u><b>Action Mouse</b></u> I can identify changes in tempo and their effects  I can explore and understand phrase structure of a song melody  I can create and perform a sequence of phrases with a movie	<u><b>Movie music</b></u> I can learn about the use of musical clichés in movie soundtracks  I can explore the effects of music on movies  I can use the musical dimensions to create and perform music for a movie	<u><b>Spacedust</b></u> I can learn about techniques used in movie soundtracks  I can explore techniques used in movie soundtracks  I can create sounds for a movie, following a timesheet	<u><b>Spacedust scenes</b></u> I can work in a group to create descriptive movie music  I can evaluate and refine compositions  I can learn about and using cue scores
<b>Key Vocabulary</b> •Tempo •Dynamics	<b>Key Vocabulary</b> •Timbre •Dynamics	<b>Key Vocabulary</b> •Tempo •Phrase	<b>Key Vocabulary</b> •Pitch •Timbre •Tempo •Dynamics •Texture	<b>Key Vocabulary</b> •Texture	<b>Key Vocabulary</b> •Melody •Rhythm •Dynamics •Texture





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**Key NC areas covered**

- Pupils develop an understanding of the history of music
- Pupils listen with attention to detail and recall sounds with increasing aural memory
- Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures
- Pupils explore tempo, texture, structure, duration, and appropriate musical notations



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<b>Summer 2</b>					
<b>Weeks 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Celebration Musical focus: Performing Subject Link: English					
<b>Learning Objectives</b>					
<u><b>Everybody loves Saturday night</b></u> I can sing a song in unison and three-part harmony  I can learn a melody and harmony part on instruments to accompany a song	<u><b>Celebrate</b></u> I can perform ostinati and body percussion accompaniments to a song  I can explore a song arrangement and its structure	<u><b>Fanfares</b></u> I can perform a song with a complex structure and in four parts  I can develop a song performance with awareness of audience	<u><b>Tune up and play</b></u> I can learn a new song  I can understand and use a song structure  I can apply singing techniques to improve performance	<u><b>Downbeats</b></u> I can develop accurate ensemble playing  I can control short, loud sounds on a variety of instruments	<u><b>Our celebration</b></u> I can rehearse and improve an ensemble performance  I can prepare a performance with awareness of audience
<b>Key Vocabulary</b> •Melody •Harmony •Coda	<b>Key Vocabulary</b> •Ostinato •Verse •Chorus •Fanfare	<b>Key Vocabulary</b> •Fanfare •Ostinato	<b>Key Vocabulary</b> •Verse •Chorus •Bridge •Coda •Pitch •Dynamics •Duration	<b>Key Vocabulary</b> •Texture	<b>Key Vocabulary</b> •Melody •Rhythm •Dynamics •Texture



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**Key NC areas covered**

- Pupils play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- Pupils are taught to sing and play musically with increasing confidence and control
- Pupils listen with attention to detail and recall sounds with increasing aural memory