Unit Progression : Year 5

Unit 1: Shaping Music (featuring My Best Friend)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Improvise confidently over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	I can improvise confidently, reflecting the character of the backing music. I know how to write a piece of music with Music Notepad using an appropriate clef and adding details such as dynamics. I know what ternary form is. I can read and play melodies from written music, understanding how different notes (like crotchets and quavers) and time signatures (2/4, 3/4, 4/4) work together to create rhythm.	What specific skills can you identify for individual children, e.g. rhythmic accuracy? How well do children engage in the composing process? Have the children used a specific scale for their compositions? Is their work in ternary form? How strong is the critical reflection within peer feedback?	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ● Dynamics, Timbre, ● Texture, Tempo, ● Structure
			● Singing	● Singing / Chanting Rapping
			● Instrumental Practice	Handheld percussion Glockenspiel Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			★ Improvise	● Rhythmic ● Melodic
			★ Compose	Music Explorer Rhythm Grids YuStudio Percussion Writer Graphic Score ★ Music Notepad
			Performance Opportunities	

★ A clear, focused part of this unit, explored in depth. ● Introduced or revisited briefly, giving pupils opportunities to develop the skill at a lighter level.

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Unit 2: Unlocking Vocal Potential (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	I can sing as part of an ensemble or choir, blending my voice with those around me. I can demonstrate how to sing in phrases and with feeling. I can perform confidently as part of a choir.	Who is singing in tune? Who needs some support through whole-class focussed vocal warm -ups? Who is communicating the character of who or what they are singing about? Who can tackle a solo opportunity? Who successfully changes musical moods between songs? Can individual children identify what they have learnt?	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, Timbre, Texture, Tempo, Structure
			★ Singing	★ Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			Improvise	Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 3: Sounds Dramatic (featuring YuStudio A Spooky Story Project)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Compose and arrange an original “Spooky Story” track in YuStudio using major and minor chords, melody, rhythm, basslines, and sound effects to create a specific atmosphere or mood. 2. Enhance the overall quality and effectiveness of their composition by evaluating their own creative, technical and musical decisions through performing compositions individually or in groups.	I can create melodies, drum beats, and bass lines using YuStudio. I can hear the difference between major and minor chords. I can experiment with sound effects to enhance my composition. I can plan and write a story that guides my musical choices. I can record and layer musical elements to build a complete track. I can perform and evaluate my work, reflecting on areas for improvement.	Who navigates Yu Studio successfully and independently? Who can explain the notes of a minor scale and looping and FX? Who can layer melody, drums and bass coherently? Who uses musical ideas to create an appropriate mood/atmosphere? How well do the children balance voice and music in their mix? Who leaves a clear composing audit trail of saved files, storyboards, timelines and mixing decisions?	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ★ Dynamics, ★ Timbre, ★ Texture, ★ Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Body percussion Glockenspiel Recorder
			★ Notation	★ Symbolic Rhythmic Melodic
			● Improvise	● Rhythmic ● Melodic
			★ Compose	Music Explore Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 4: Decoding Sound And Notation (featuring Heal The Earth)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Develop and expand musical understanding through critical listening and analysis of contrasting pieces. 2. Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm, and musical expression.	I can listen carefully to different pieces of music and identify their key features, purpose, and emotional impact. I can read and play notated melodies accurately using classroom instruments. I can explore musical contrasts such as dynamics, tempo changes, and note articulation. I can compare pieces of music, discussing similarities and differences in style and structure. I can work collaboratively to perform melodies and instrumental parts with control and expression.	Who is comfortable with their basic musical skills, that is, keeping a steady beat, singing back accurately and playing instruments correctly? Which children can accurately trace the shape of a melody in the air? Are children able to understand the movement of pitch from following notation, describing how notes in a melody get higher and lower in pitch? Are children making conscious decisions about musical expression using dynamics and articulation? What is the quality of the children's critical reflection upon their performances?	● Focused Listening	Connection & Reaction Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, ★ Pitch, ● Dynamics, ★ Timbre, Texture, ★ Tempo, ● Structure
			★ Singing	★ Singing / Chanting Rapping
			★ Instrumental Practice	Handheld percussion ★ Glockenspiel ★ Recorder
			★ Notation	Symbolic ★ Rhythmic ★ Melodic
			● Improvise	Rhythmic ● Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 5: Carnival Time (featuring Brazilian Samba Drumming)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics, and coordination. 2. Compose and perform original Call & Response sections, integrating learned patterns into full samba compositions.	I can perform samba rhythms accurately using body percussion and instruments. I can demonstrate ensemble awareness by listening and responding to others while performing. I can hold my own rhythm steady and in time while playing with the group. I can follow hand signals and cues to maintain timing and coordination. I can create my own call-and-response patterns and contribute to a group composition. I can perform confidently in front of an audience, reflecting on my musical skills and creative decisions.	Who is clear about the difference between rhythm and pulse/steady beat? Who is confident and accurate in responding within a call and response and creating a call for others to respond to? Can everyone play an appropriate part on different instruments? Can everyone link their learning to appropriate I can statements?	★ Focused Listening	Connection & Reaction ★ Evaluation & Analysis
			★ Musical Elements	★ Pulse, ★ Rhythm, Pitch, ● Dynamics, Timbre, Texture, Tempo, Structure
			Singing	Singing / Chanting Rapping
			★ Instrumental Practice	★ Handheld percussion Glockenspiel Recorder ★ Samba drums
			★ Notation	★ Symbolic Rhythmic Melodic
			● Improvise	● Rhythmic Melodic
			Compose	Music Explore Rhythm Grids YuStudio Percussion Writer Graphic Score Music Notepad
			★ Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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Unit 6: Music Speaks (featuring YuStudio Hip Hop Project)

Learning Objectives	I Can Statements	Assessment	Key Areas	Focus areas
1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.	I can set up a project in a suitable hip-hop key and program a foundational drum beat using kicks, snares, and hi-hats. I can compose a chord sequence, original melodies and basslines that fit a chosen key using virtual instruments and the piano roll. I can import audio samples and apply sound effects like risers, EQ, and delay to enhance my track. I can arrange my composition by looping, duplicating, and removing sections to build an engaging song structure. I can mix my track by adjusting the volume of each element to create a clear and balanced final sound. I can take creative control over my music, making artistic decisions to produce and save a complete hip-hop track.	Can the children independently create beats, add instruments, and use software? Do the children have a confident technique and a high level of engagement? Ask targeted questions about tempo, rhythm, melody, harmony, and effects to check understanding and vocabulary. Encourage peer listening, constructive feedback, and an explanation of individual creative choices. Monitor progress throughout the short tasks and step-by-step checks of drums, basslines, rap, effects, and mix. Assess final tracks for creativity, technical skill, structure, and use of key elements	● Focused Listening	Connection & Reaction ● Evaluation & Analysis
			Musical Elements	★ Pulse, ★ Rhythm, ● Pitch, ● Dynamics, Timbre, ★ Texture, ● Tempo, ★ Structure
			Singing	Singing / Chanting Rapping
			Instrumental Practice	Handheld percussion Glockenspiel Recorder
			● Notation	Symbolic Rhythmic Melodic
			Improvise	Rhythmic Melodic
			★ Compose	Music Explore Rhythm Grids ★ YuStudio Percussion Writer Graphic Score Music Notepad
			Performance Opportunities	

★ Focussed learning, explored in depth. ● Introduced or revisited briefly.

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