

Year 5 Music Curriculum Overview

Subject-leader overview of cumulative Year 5 music learning

Cycle A

UKS2

Pre-curated Curriculum

This document reflects Kidstrument's pre-curated curriculum. The platform automatically adjusts content to teacher selection. A Curriculum Designer is available to build fully custom programmes. Content is updated regularly - new material may not appear until the next academic year update.

Optional: Add Instrument Lessons to Your Curriculum

Instrument lessons can be added to any year group at any time - it is entirely the teacher's choice when to introduce them. KS2 is where the National Curriculum particularly recommends instrumental learning, but there is nothing stopping earlier delivery. Teachers can learn and lead sessions themselves, or simply let the step-by-step videos lead the class.

[Click here to add instruments \(you must be logged in\)](#)

Subject

Music

Year 5 develops musical fluency through Rock and then Funk, with a strong focus on groove, harmony, rhythm reading, note knowledge, listening games and increasingly confident ensemble performance.

Brief description

- Children deepen their understanding of groove, backbeat and harmony through practical work in Rock and Funk.
- Triad singing, chord listening and a broader range of note values make theory increasingly audible and usable.
- Desk drumming, body percussion, note reading and karaoke-style performance help pupils combine musicianship with confidence.

Genres / styles / listening focus

- Autumn and spring learning is rooted in Rock, including listening to artists such as Creedence Clearwater Revival, Tina Turner, Led Zeppelin and Jimi Hendrix.
- Summer learning shifts to Funk, with artist references including James Brown, Ray Charles and Tower of Power.
- Listening focuses on drums, bass, guitars, keyboards, groove, chord mood and missing-instrument detection.
- Performance includes triad singing, full-class karaoke and groove-based movement.
- Children use detective listening, chord sorting and pitch games to connect style with musical detail.

Skills and theory introduced

- Hearing and singing major and minor triads, including C major and C minor.
- Identifying major and minor chords by ear and linking them to contrasting moods.
- Reading and clapping a wider range of note values, including semibreves, minims, crotchets, quavers and semiquavers.
- Counting and holding minim rests accurately within a steady pulse.
- Learning note parts such as note head, stem and flag.
- Reading note names on the staff through Musical Cabbage and related pitch tasks.
- Using rhythm words such as coconut, watermelon and lemonade to internalise triplets, semiquavers and syncopated patterns.
- Exploring dynamics through crescendo and diminuendo.
- Developing desk-drumming coordination and later using stomp-and-tap body percussion to keep time.
- Applying listening skills to missing-instrument games and long / short code patterns.

Skills and theory revisited / developed

- Steady pulse and groove are revisited through dance, rhythmic pyramid work and regular performance.
- Triad singing is revisited so children can blend more securely and hear harmonic contrast more clearly.
- Rhythm reading with rests is revisited and developed through mixed-note patterns.
- Chord listening is revisited across both Rock and Funk so major / minor recognition becomes more fluent.
- Desk drumming and body percussion develop coordination, timing and ensemble response.
- Pitch-direction listening and stave-reading are revisited to strengthen note recognition.
- Karaoke performance is revisited so confidence, timing and expression continue to improve.

Key vocabulary

• groove	• triad	• semibreve	• minim rest
• pulse	• major	• minim	• triplet
• beat	• minor	• crotchet	• note head
• backbeat	• stave	• quaver	• stem
• chord	• pitch	• semiquaver	• flag

Key fun facts

- A triad is a chord made from three notes.
- In Rock, the backbeat is felt strongly on beats 2 and 4.
- A quaver lasts for half a beat.
- A semiquaver lasts for a quarter of a beat.
- Coconut is used to help count triplets evenly.
- Watermelon is used to help count four quick sounds in one beat.

National Curriculum Learning Outcomes

All sessions address these National Curriculum Learning Outcomes - activities are linked automatically for tracking

- LO1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- LO2** Play tuned and untuned instruments musically
- LO3** Listen with concentration and understanding to a range of high-quality live and recorded music
- LO4** Experiment with, create, select and combine sounds using the inter-related dimensions of music
- LO5** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- LO6** Develop an understanding of the history of music

Source: National Curriculum in England: Music Programmes of Study

Curriculum links

- Sings and performs with growing confidence, including simple harmony in three groups.
- Listens critically to instrument roles, chord quality and stylistic features in Rock and Funk.
- Uses and understands notation through note values, rests, stave reading and note-part vocabulary.
- Develops coordination and rhythmic security through desk drumming, body percussion and groove-based movement.
- Builds stylistic understanding through focused listening to named artists and traditions.