



**Suggested prior learning** [Adapting and transposing motifs](#)  
(Theme: Romans)

## Unit hub

### Composition notation (Theme: Ancient Egypt) :

#### Intended outcome of the unit

Pupils who are **secure** will be able to:

Sing in time and in tune with other people and the backing track.

Remember the lyrics to a song.

Identify the structure of a piece of music and match this to non-standard notation.

Improvise their own piece of music.

Play a melody with reasonable accuracy.

Perform with confidence and in time with others.

Compose and play a melody using stave notation.

Contribute meaningfully to the group performance and composition.

Use hieroglyphic notation to show the structure of their piece.

#### Week 1

[Lesson 1: Here come the Egyptians](#)

To sing with accuracy, fluency, control and expression.

#### Week 2

[Lesson 2: Hieroglyphic score](#)

To explore and use different forms of notation.

#### Week 3

[Lesson 3: Play like an Egyptian](#)

To understand note length.

#### Week 4

[Lesson 4: Pitch pyramids](#)

To read simple pitch notation.

#### Week 5

[Lesson 5: Egyptian farewell](#)

To use hieroglyphs and stave notation to write a piece of music.

#### Suggested Next Steps

[Blues](#)

#### Key Vocab

accuracy  
backing track

pitch  
pitch notation

balance  
composition  
control  
crotchet  
dotted minim  
ensemble  
expression  
features  
fluency  
lyrics  
minim  
minor key  
notation  
parts

quaver  
repeating  
rhythm  
semibreve  
sheet music  
staff notation  
stave  
structure  
tempo  
tune  
tuned percussion  
unison  
vocal warm-ups

### Unit specific links:

[Knowledge organiser: Music - Y5 Composition notation](#)  
[Vocabulary display: Composition notation](#)