

Year 5

How musical ideas relate to each other through **patterning** – across time to create musical structures (ABA, verse/chorus etc); and at the same time so that independent parts fit together (tune, accompaniment, bassline).

	Skills	Understanding	Key words
Sing 1	<ul style="list-style-type: none"> a) Can sing songs by memory, in tune, with more attention to detail such as phrasing, dynamics etc. b) Can sing 3 part rounds/songs with simple 2- part harmonies as part of a group. c) A clear sense of performance. 	<ul style="list-style-type: none"> a) How to make singing into an excellent performance (diction/phrasing). b) How to sing as an ensemble. c) Can identify the different sections of a song. 	<ul style="list-style-type: none"> • Pitch • High/Low/rising/falling/step/leap • Dynamic • Loud/Quiet/cresc/dim • Tempo • Fast/Slow • Pulse • Beat • Downbeat/time signatures. • Rhythm • Instrument names • Call and response • Ostinato • Unison • Solo • Layered • Stave • Crotchet/quavers/minim/rest/semi-quavers • Strings, Woodwind, Brass, Percussion, keyboard. • Major/minor chords • Chord progression • Pentatonic scale • Major/minor scale • Drone • Triads • Bassline • Melody • Structure • Verse/chorus • Ternary/Binary
Perform 2	<ul style="list-style-type: none"> a) Can play approx. 5 notes on instruments with appropriate instrument specific techniques (probably first introduction to keyboard) b) Can play simple instrumental parts in time with others (sense of ensemble). c) Develop 'playing by ear' on tuned instruments. d) Can read basic standard notation appropriate to the instrument (approx. 5 notes). e) Can start to identify the notes on a keyboard. 	<ul style="list-style-type: none"> a) Understand major/minor triads b) Can start to 'feel' the ensemble and knows how to facilitate this (using the elements effectively, communication/listening/practise etc). 	
Listen/ Appraise 3	<ul style="list-style-type: none"> a) Can identify and categorise most instruments (e.g. instruments of the orchestra). b) Can identify different elements (including use of tonality) and describe, using basic musical vocabulary, how the elements create an effect/intent. 	<ul style="list-style-type: none"> a) Can understand how the use of musical elements affect the intent of the music. b) Can start to recognise the structure and layers of a piece of music. c) Music comes in different styles and from different times and places. 	
Create 4	<ul style="list-style-type: none"> a) Improvise or compose within defined structures (binary/ternary/verse & chorus /intro/ending) b) Use more understanding of how to layer sounds to create music (ostinato, drones, triads, bassline) c) Create notation of rhythms and melodic patterns they have created. d) Use some musical elements for specific effect in a composition. e) Can improve their work 	<ul style="list-style-type: none"> a) How to put sounds together in structure and layers to make music that sounds as they intend. b) How to use the musical elements to create particular effects. 	