|  |
| --- |
| Year 5 Music |

|  |  |  |
| --- | --- | --- |
| **Taught through whole school SIPS Music Specialist – Cornet lessons (weekly)** | | |
| **NC Strand** | **KEY SKILL** | **LEARNING OBJECTIVE** |
| **Listen and Appraise** | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style  Listen carefully and respectfully to other people’s thoughts about the music.  To use musical vocabulary  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel. | I know 5 songs from memory and who sang them or wrote them, when they were written and why (if possible)  I know the style of the 5 songs and name others songs that are similar  I can choose two or three songs and be able to talk about it (musical characteristics, lyrics, musical dimensions, sections, instruments, historical context) |
| **Musical Dimensions** | To lead the class by inventing rhythms to copy back  Copy back 2 note riffs by ear and with notation  Question and answer using 2 different notes | I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song  I know how to keep the internal pulse  I can create musical ideas for the group to coy or respond to |
| **Singing** | To sing in unison and to sing backing vocals.  To enjoy exploring singing solo. To listen to the group when singing.  To demonstrate a good singing posture.  To follow a leader when singing.  To experience rapping and solo singing.  To listen to each other and be aware of how you fit into the group.  To sing with awareness of being ‘in tune’. | I know and confidently sing 5 songs and their parts from memory, and sing them with a strong internal pulse.  I can choose a song a talk about it (main features, unison, solo, lead vocal, backing vocals or rapping)  I know what the song is about ad the meaning of the lyrics  I know and explain the importance of warming up your voice |
| **Playing** | Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental using the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To lead a rehearsal session. | I know and can talk about…  Different ways of writing music down e.g. staff notation, symbols  The notes C, D,E,F,G,A,B + C on the treble stave  The instruments they might play or be played in a band or orchestra or by their friends. |
| **Improvisation** | Question and answer using instruments. Using 2 notes, always starting on G  Improvise with a feeling for the style of music | I know and able to talk about improvisation.  I know that improvisation is making up your own tunes on the spot  I know when some improvises they make up their own tune that has never been heard before and it belongs to them  I know that using one or two notes confidently is better than using five  I know that if you improvise using the notes you are given, you cannot make a mistake  I know that you can use some riffs you have heard in the challenges in my improvisations  I know 3 well-known improvising musicians. |
| **Composition** | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | I know that composition is kike music created by you and kept in some way.  I know composing is like writing a story and it can be played or performed again to your friends  I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  I recognise the connection between sound and symbol - notation |
| **Performance** | To choose what to perform and create a programme.  To communicate the meaning of the words and clearly articulate them.  To talk about the venue and how to use it to best effect.  To record the performance and compare it to a previous performance.  To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | I know a performance is sharing music with other people, an audience  I know a performance doesn’t need to be a drama – it can be to one person or to each other  I know everything that will be performed must be planned and learned  I know I must sing or rap the words clearly and play with confidence  I know a performance can be a special occasion and involve an audience including of people you don’t know  I know it is planned and different for each occasion  I know it involves communicating feelings, thoughts and ideas about song/music |