

Year 5 Key Learning

The National Curriculum says: *Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
Musicianship Understanding Music (Including general musicianship and notation)	Listening Finding and keeping a steady beat Copy back Improvisation Singing Playing instruments Reading notation Pulse/Beat Rhythm Pitch Tempo Dynamics	Find and keep a steady beat.	<ul style="list-style-type: none"> I can confidently find and keep a steady beat. I understand how pulse, rhythm and pitch work together. 	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	<ul style="list-style-type: none"> I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both aurally and visually. I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a staff. 	
		Copy back various melodic patterns.	<ul style="list-style-type: none"> I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. 	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Listen and Respond	Listening Responding Musical Styles Historical context Different Musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	Pupils should be taught to:
		Talk about feelings created by the music.	<ul style="list-style-type: none"> I can talk about the emotions I feel when I listen to a piece of music. 	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.
		Justify a personal opinion with reference to Musical Elements.	<ul style="list-style-type: none"> I can justify a personal opinion making reference to musical elements. 	
		Find and demonstrate the steady beat. Identify 2/4, 3/4, 6/8 and 5/4 metre.	<ul style="list-style-type: none"> I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. 	
		Identify the musical style of a song or piece of music.	<ul style="list-style-type: none"> I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 	
		Identify instruments by ear and through a range of media.	<ul style="list-style-type: none"> I can accurately identify instruments and describe their timbre. 	
		Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.	<ul style="list-style-type: none"> I can recognise and discuss the sections of music from various styles and genres. 	
		Explain a bridge passage and its position in a song.	<ul style="list-style-type: none"> I can explain what a bridge passage is and identify its position within a song. 	
		Recall by ear memorable phrases heard in the music.	<ul style="list-style-type: none"> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. 	
		Identify major and minor tonality.	<ul style="list-style-type: none"> I can confidently recognise the difference between major and minor tonalities. 	
		Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.	<ul style="list-style-type: none"> I recognise the sound and tonal structure of a blues and pentatonic scale both visually and aurally. 	
Explain the role of a main theme in musical structure.	<ul style="list-style-type: none"> I understand and can describe the role of a main theme in musical structure. 			
Know and understand what a musical introduction is and its purpose.	<ul style="list-style-type: none"> I understand the importance of a musical introduction and the information it offers. 			
Explain rapping.	<ul style="list-style-type: none"> I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. 			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Learn to Sing the Song	Singing Listening Notation Pulse Rhythm Pitch Tempo Dynamics Structure	Rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> I can rehearse a song and learn it from memory both aurally and visually. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Sing in 2/4, 3/4, 4/4 and 6/8 time.	<ul style="list-style-type: none"> I can sing songs that have different simple and complex, time signatures. 			
Sing in unison and parts, and as part of a smaller group.	<ul style="list-style-type: none"> I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. 			
Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time.	<ul style="list-style-type: none"> I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. 			
Sing expressively, with attention to breathing and phrasing.	<ul style="list-style-type: none"> I can sing with attention to phrasing on my own or as directed. 			
Sing expressively, with attention to dynamics and articulation.	<ul style="list-style-type: none"> I can sing expressively, paying attention to articulation on my own or as directed. 			
Develop confidence as a soloist.	<ul style="list-style-type: none"> I can sing with growing confidence as a soloist. 			
Talk about the different styles of singing used for different styles of song.	<ul style="list-style-type: none"> I have an understanding of the various styles of singing used in correlation to the styles of song. 			
Talk confidently about how connected you feel to the music and how it connects to the world.	<ul style="list-style-type: none"> I can discuss in depth how the song connects to the world and its relevant culture. 			
Respond to a leader or conductor.	<ul style="list-style-type: none"> I can confidently follow the leader or conductor. 			

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Learn to Sing the Song	Singing Listening Notation Pulse Rhythm Pitch Tempo Dynamics Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> I can rehearse a song and learn it from memory both aurally and visually. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Sing in 2/4, 3/4, 4/4 and 6/8 time.	<ul style="list-style-type: none"> I can sing songs that have different simple and complex, time signatures. 	
		Sing in unison and parts, and as part of a smaller group.	<ul style="list-style-type: none"> I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. 	
		Sing 'on pitch' and 'in time'. Sing a second part in a song. Self-correct if lost or out of time.	<ul style="list-style-type: none"> I can sing at pitch and in time with the music. I can sing a second part in a song. I can self correct if lost or out of tune/time. 	
		Sing expressively, with attention to breathing and phrasing.	<ul style="list-style-type: none"> I can sing with attention to phrasing on my own or as directed. 	
		Sing expressively, with attention to dynamics and articulation.	<ul style="list-style-type: none"> I can sing expressively, paying attention to articulation on my own or as directed. 	
		Develop confidence as a soloist.	<ul style="list-style-type: none"> I can sing with growing confidence as a soloist. 	
		Talk about the different styles of singing used for different styles of song.	<ul style="list-style-type: none"> I have an understanding of the various styles of singing used in correlation to the styles of song. 	
		Talk confidently about how connected you feel to the music and how it connects to the world.	<ul style="list-style-type: none"> I can discuss in depth how the song connects to the world and its relevant culture. 	
Respond to a leader or conductor.	<ul style="list-style-type: none"> I can confidently follow the leader or conductor. 			

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Play Instruments with the Song	Playing instruments Keep a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Rehearse and learn to play a simple melodic instrumental part by ear and/or from notation.	<ul style="list-style-type: none"> I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	<ul style="list-style-type: none"> I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave. I can perform this melody as part of a wider ensemble, small group or individually as a soloist. 	
Playing a part on a tuned instrument by ear or from notation: <ul style="list-style-type: none"> Playing the right notes with secure rhythms. Rehearsing and performing their parts within the context of the unit song. Playing together with everybody while keeping the beat. Listening to and following musical instructions from a leader. Treating instruments carefully and with respect. Playing their instruments with good posture. Beginning to understand how to rehearse a piece of music in order to improve. 	<ul style="list-style-type: none"> I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song. I can play with accuracy as part of an ensemble keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. 			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Improvise with the Song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics Structure	Explore improvisation within a major and minor scale, using the following notes notes: C, D, E \flat , F, G C, D, E, F, G C, D, E, G, A F, G, A, B \flat , C D, E, F, G, A Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	<ul style="list-style-type: none"> I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics including pp, mp, mf and ff. 	Improvise and compose music for a range of purposes using the inter-related dimensions of music.
		Following a steady beat and staying 'in time'.	When improvising I can: <ul style="list-style-type: none"> Follow a steady beat, keeping in time with the pulse of the music. 	
		Becoming more skilled in improvising; perhaps trying more notes and rhythms.	<ul style="list-style-type: none"> Use additional notes and rhythms to show progression. 	
		Becoming more skilled in improvising; perhaps trying to use melodic jumps that might get higher and lower.	<ul style="list-style-type: none"> I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). 	
		Exploring rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Including rests or silent beats.	<ul style="list-style-type: none"> I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. 	
		Using some loud and quiet dynamics.	<ul style="list-style-type: none"> I can improvise sections of music which include structured phrases that include more complex dynamics. 	
		Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. Including smooth (legato) and detached (staccato) articulation when playing notes.	<ul style="list-style-type: none"> I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics. 	

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Compose with the Song	Composing Notation	Create music in response to music and video stimuli.	<ul style="list-style-type: none"> I can compose music in response to musical and/or video stimuli. 	Improve and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.
	Pulse	Use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> I can use music technology effectively to capture, edit and combine sounds. 	
	Rhythm	Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	<ul style="list-style-type: none"> I can use a planned structure when composing. I know my composition has multiple sections and can be labelled as such. 	
	Pitch	Use chords to compose music to evoke a specific atmosphere, mood or environment.	<ul style="list-style-type: none"> I can compose with chords to create an emotive/atmospheric mood. 	
	Tempo	Use simple dynamics.	<ul style="list-style-type: none"> I can use simple dynamics and tempo to express loud and soft/fast and slow. 	
	Dynamics	Use rhythmic variety.	<ul style="list-style-type: none"> I can compose using a variety of rhythms including notes and their equivalent rests. 	
	Notation	Compose song accompaniments, perhaps using basic chords.	<ul style="list-style-type: none"> I can compose song accompaniment using chord progressions as part of my composition. 	
		Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	<ul style="list-style-type: none"> I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. 	
		Use full scales in different keys.	<ul style="list-style-type: none"> I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. 	

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Compose with the Song (continued)		The children will learn:	Children's Statements	The National Curriculum for Music says that Pupils should be taught to:
		Perform simple, chordal accompaniments.	<ul style="list-style-type: none"> I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. 	
		Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale, as well as major and minor tonalities.	<ul style="list-style-type: none"> I can create a melody using varied stave notation and their equivalent rests within an appropriate key centre. I can use and understand the pentatonic scale and full octave ranges of both major and minor scales. 	
		Understanding the structure of the composition.	<ul style="list-style-type: none"> I understand and can explain the structure of my composition. 	
		Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	<ul style="list-style-type: none"> I understand and can explain the musical shape that my composition moves in. 	
		Including a home note, to give a sense of an ending; coming home.	<ul style="list-style-type: none"> I can include a home note with my composition to give it credential recognition. 	
		Performing their simple composition/s using their own choice of notes.	<ul style="list-style-type: none"> I can compose using my own choice of notes. 	
		Successfully creating a melody in keeping with the style of the backing track. Creating their composition/s with an awareness of the basic/simple chords in the backing track.	<ul style="list-style-type: none"> I can create a melody in line with the style and harmonic structure of the backing track. 	

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Music Notepad		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
		Composing a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> ● A time signature. ● A treble clef. ● Four, six or eight bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. 	<ul style="list-style-type: none"> ● I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. 	
Describing how their melodies were created.	I can describe how my melody is structured and what processes I went through to create my melodic composition.			

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		The children will learn:	Children's Statements I know/I understand and can demonstrate:	The National Curriculum for Music says that Pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. Perhaps perform in smaller groups, as well as the whole class. Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect how future performances might be different.	<ul style="list-style-type: none"> ● I can organise, rehearse and perform to an unknown audience. ● I can perform as part of a smaller group as well as a whole class. ● I can perform as part of a mixed ensemble of acoustic instruments. ● I can perform from memory or visually using staved notation with confidence and accuracy. ● I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed. ● I can explain why a song was chosen and in what context including historical information about the piece. ● I can lead part (or all) of a rehearsal/performance. ● I can record performances to compare and evaluate. ● I can evaluate how well the performances communicated the mood of each piece. ● I can discuss in detail using appropriate vocabulary strengths and weaknesses of my performance. ● I can collect feedback and reflect to ensure progression within future performances. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

*Also known as inter-related dimensions of music