

# YEAR 5 – Term 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	Use <b>tuned and untuned instruments</b> to perform and choose sounds to represent different things.	Perform simple patterns and accompaniments keeping a <b>steady pulse/beat</b> .	Play clear notes on <b>tuned instruments</b> and use different <b>elements in composition</b> . ( <b>rhythm, pulse, pitch, tempo</b> ). Play <b>untuned instruments</b> with a <b>steady rhythm</b> . Sing in <b>tune</b> with <b>expression</b> and <b>control</b> . Perform actions in time with a song. Play and perform in <b>solo</b> and <b>ensemble</b> contexts.	Sing songs from memory with <b>accurate pitch</b> . Copy short <b>melodic phrases</b> on a tuned instrument. Sing in different <b>time signatures</b> .	Maintain own part whilst others are performing their part. Play <b>melodies</b> on tuned percussion.	Sing in <b>harmony</b> confidently and accurately Perform parts from memory Take the lead in a performance. Perform using <b>notation</b> . Perform in an <b>ensemble</b> .
Composing		Make a <b>sequence</b> of sounds and respond to different moods in music. Show sounds by using <b>pictures (graphic notation)</b> .	Order sounds to create a beginning, middle and an end. Create music in response to different starting points. Choose sounds which create an <b>effect</b> . Use <b>symbols</b> to represent sounds.	Combine different sounds to create a specific mood or feeling. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose <b>melodies and songs</b> .	Use <b>notation</b> to record compositions in a small group or individually. Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ).	Compose music which meets specific criteria Choose the most appropriate <b>tempo</b> for a piece of music Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose a <b>short ternary piece</b> (3 elements).	Use a variety of different devices in composition (including melody, rhythms and chords) Improvise using their voice, tuned or untuned instruments, using the inter-related dimensions of music ( <b>pitch, duration, dynamics, tempo, timbre, texture, structure and notation</b> ). Compose a <b>melodic phrase</b> using the <b>pentatonic scale</b> .
Listening		Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> . Identify <b>changes</b> in sounds, such as <b>rhythm and pitch</b> . Recognise <b>repeated patterns</b> .	Make connections between <b>notations and musical sounds</b> . Listen for <b>elements</b> of music, such as, <b>pulse/beat, rhythm and pitch</b> .	Identify repetition, contrasts and variations.	Explain why silence is often needed in music and explain what effect it has. Identify <b>major and minor</b> chords. Identify the stories, origins, traditions, history and social context of the music they are listening to.	Repeat a phrase from the music after listening intently.	Identify a variety of pieces of music and their characteristics.
Using and Understanding		Make different <b>sounds</b> with <b>voice and instruments</b> . <b>Follow instructions</b> about when to <b>play and sing</b> . Sing familiar songs in <b>high and low</b> voices. Copy sounds at the same <b>pitch</b> Clap and repeat short rhythmic and <b>melodic patterns</b> .	<b>Sing or clap</b> increasing and decreasing <b>tempo</b> . Sing following a <b>melody</b> at a given <b>pitch</b> . Play simple <b>rhythmic patterns</b> on <b>tuned and untuned instruments</b> .	Create repeated patterns with different instruments. Move to a <b>steady beat</b> , changing with the <b>tempo</b> of the music. Use and understand <b>staff</b> and other <b>musical notations</b> . Improve work; explaining how it has been improved.	Use notation to record and interpret sequences of pitches	Use a music diary to record aspects of the <b>composition process</b> . Suggest improvements to their own or others work. Use notation to record groups of <b>pitches (chords)</b> . Recognise and use basic structural forms, such as <b>rounds, variation, rondo form</b> .	Analyse features within different pieces of music. Refine and improve their own work. Recognise different forms of notation serve different purposes and use appropriately.
Appreciating		Say whether they like or dislike a piece of music and how it makes them feel.	Say whether they like or dislike a piece of music and how it makes them feel.	Use musical words to describe a piece of music and <b>compositions</b> . Use musical words to describe what they like and do not like about a piece of music.	Identify and describe the different purposes of music	Describe, compare and evaluate music using musical vocabulary Explain why they think music is successful or unsuccessful.	<b>Evaluate</b> how the venue, occasion and purpose affects the way a piece of music is created
History of Music	<p>The three <b>Prime</b> ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p>Being Imaginative and Expressive ELG</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p> <p>Past and Present ELG</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>			Recognise the work of at least one <b>famous composer</b> .	Begin to identify the style of work of Beethoven, Mozart and Elgar	Contrast the work of a famous composer with another and explain preferences	Compare and contrast the impact that different composers from different times have had on people of that time

Understand the past through settings, characters and events encountered in books read in class and storytelling.

## EXPLORING KEY AND TIME SIGNATURES COMPOSITES

listen with attention to detail and recall sounds with increasing aural memory  
use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### COMPONENTS

	1	2	3	End Point
	Can I understand the meaning of a song?	Can I explore the texture of a song?	Can I understand key and time signatures?	<b>Children will understand the meaning of a song.</b> <b>Children will be able to explore the texture of a song.</b> <b>Children will understand key and time signatures.</b>
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Critical Thinking	Critical Thinking		Children will be able to describe, compare and evaluate music using musical vocabulary and explain why the music is successful/unsuccessful.
			Technique	Children will be able to recognise basic structural forms and understand key and time signatures.
<b>SKILLS</b>	<b>Describe, compare and evaluate music using musical vocabulary</b> <b>Explain why they think music is successful or unsuccessful.</b>	<b>Describe, compare and evaluate music using musical vocabulary</b>	<b>Recognise and use basic structural forms.</b>	Children will be able to <ul style="list-style-type: none"> <li>Describe, compare and evaluate music using musical vocabulary</li> <li>Explain why they think music is successful or unsuccessful.</li> <li>Recognise and use basic structural forms.</li> </ul>
<b>KNOWLEDGE</b>	Using listening skills to check that a note is being performed at the correct pitch. Grouping a series of notes or rhythm patterns into a section of music.	Two or more notes played at the same time can be called a chord. Some chords sound nice but some clash.	You can find a time signature at the start of a section of music. The top number tells you how many beats make up a whole bar. The bottom number tells you the kind of note that you should count in.	Children will be able to use their listening skills to check that a note is being performed at the correct pitch. Children will be able to identify groups that are a series of notes or rhythm patterns in a section of music Children will understand texture is made from chords. Children will understand that time signatures are found at the start of a section of music and tells you how many beats make up a bar.
<b>LESSON LINK</b>				
<b>PROGRESSIVE VOCABULARY</b>	pitch duration dynamics tempo timbre texture structure notation	pitch duration dynamics tempo timbre texture structure notation	key signature time signature duration score	Articulate and recognise subject specific vocabulary

<b>CURRICULUM EXPERIENCES</b>				
<b>END POINT</b>	Children will be able to discuss the meaning of the song. Children will be able to describe and evaluate the song using musical vocabulary.	Children will understand what musical texture is and describe the texture of a song.	Children will know what key and time signatures are and sing along using the score as a guide.	

