

MUSIC - YEAR 5

<p>Controlling sounds through singing and playing (Play and Perform)</p> <p>Sing songs in unison and two parts</p> <p>Be able to sing in unison with clear direction, controlled pitch and sense of phrase. control of breathing, posture and sound projection.</p> <p>Play tuned and un-tuned instruments with control and accuracy</p> <p>Be able to play and perform parts in a range of solo and ensemble opportunities, showing increasing accuracy and expression. Begin to control the way that percussion instruments make sounds.</p> <p>Practise, rehearse and present performances with an awareness of the audience</p> <p>Be able to maintain their own part and aware of how the different parts fit together.</p> <p>Be able to think about the audience who are performing.</p>	<p>Creating and developing Musical ideas (Create and Compare)</p> <p>Improvise, developing rhythmic and melodic material when performing</p> <p>Be able to create increasingly complicated rhythmic and melodic phrases within a given structure showing control of the instruments.</p> <p>Explore, choose, combine and organise musical ideas with musical structures</p> <p>Be able to join layers of sound, thinking about musical dynamics of each layer and understanding the overall effect on the piece of music.</p> <p>Begin to recognise and explore different combinations of sounds.</p>	<p>Responding and reviewing (Appraisal skills)</p> <p>Analyse and compare sounds</p> <p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language</p> <p>Be able to describe, compare and evaluate different types of music with increasing use of musical vocabulary</p> <p>Reflect on and improve their own and others' work in relation to its intended effect</p> <p>Be able to comment on the effectiveness and success of their own work and that of their peers, identifying, as clearly as possible and making improvements based on its intended outcome.</p>	<p>Listening and applying knowledge and understanding</p> <p>Listen to music with an increasing attention to detail and be able to describe in detail what they have heard</p> <p>Can listen for extended periods of time and comment using musical vocabulary. Can understand that musical often reflects the cultural context. Can identify some works by great composers and think about how music has changed over time.</p> <p>Understand how combining the different elements of music can alter the mood and effect of the piece</p> <p>All children should begin to understand how musical elements are combined together to create different moods and effects and that music can be used to represent different moods and meanings.</p>	<p>Notation of musical ideas</p> <p>Be able to understand invented notations for representing music</p> <p>Can read and perform from the treble clef staff and has an awareness of the bass clef staff.</p> <p>Can begin to invent more complex rhythms, notate them accurately and start to use bar lines.</p> <p>Knows what is meant by the term time signature and can work out if the total number of beats in a bar is correct.</p>
---	--	---	--	--