



Progression of Music Skills- Year 5



Year 5 Skills

Listening:

L1: Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).

L2: Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

L3: Comparing, discussing and evaluating music using detailed musical vocabulary.

L4: Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.

Composing:

C1: Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).

C2: Improvising coherently within a given style.

C3: Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

C4: Using staff notation to record rhythms and melodies.

C5: Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.

C6: Suggesting and demonstrating improvements to own and others' work.

Performing

P1: Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

P2: Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

P3: Performing with accuracy and fluency from graphic and simple staff notation.

P4: Playing a simple chord progression with accuracy and fluency.

The History of Music

H1: Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

Inter-Related Dimensions of Music

Pitch

PI1: To understand that a minor key (pitch) can be used to make music sound sad.

PI2: To understand that major chords create a bright, happy sound.

PI3: To know that a 'bent note' is a note that varies in its pitch, eg. the pitch may slide up or down.

PI4: To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Dynamics

DY1: To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Blue- Autumn Term

Pink- Spring Term

Yellow- Summer

<p><u>Duration:</u></p> <p>D1: To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>D2: To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p><u>Timbre:</u></p> <p>T1: To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>
<p><u>Texture:</u></p> <p>TE1: To understand that a chord is the layering of several pitches played at the same time.</p> <p>TE2: To know that poly-rhythms means many rhythms played at once.</p>	<p><u>Structure:</u></p> <p>S1: To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>S2: To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p>
<p><u>Notation:</u></p> <p>N1: To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>N2: To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p><u>Tempo:</u></p> <p>TP1: To understand that a slow tempo can be used to make music sound sad.</p> <p>TP2: To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>

Blue- Autumn Term

Pink- Spring Term

Yellow- Summer