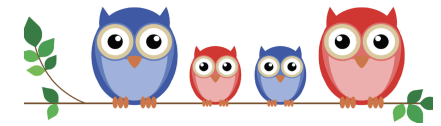


## Knowledge - as a Year 5 Musician I will know...

<u>Listening &amp; Appraising</u>	<u>Improvising &amp; Composing</u>	<u>Performing</u>
<ul style="list-style-type: none"> <li>- five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>- the style of the five songs and to name other songs in those styles.</li> <li>- choose two or three other songs and be able to talk about:               <ul style="list-style-type: none"> <li>o Some of the style indicators of the songs</li> <li>o The lyrics: what the songs are about</li> <li>Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>o Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>o The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• using two or three notes confidently is better than using five</li> <li>• that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• know three well-known improvising musicians</li> <li>• a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• notation: recognise the connection between sound and symbol</li> <li>• that a composition has pitch and may include chords</li> <li>• that a composition has rhythm and melody</li> <li>• how a composer shows the features of a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• everything that will be performed should be planned and learned</li> <li>• you must sing or rap the words clearly and play with confidence</li> <li>• a performance can be a special occasion and involve an audience including of people you don't know</li> <li>• a performance involves communicating ideas, thoughts and feelings about the song/ music</li> <li>• confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• know and explain the importance of warming up your voice</li> <li>• different ways of writing music down – e.g. staff notation, symbols</li> <li>• the notes C, D, E, F, G, A, B + C on the treble staff</li> </ul>



## Skills - as a Year 5 Musician I can...

### Listening & Appraising

- identify and move to the pulse with ease.
- think about the message of songs.
- compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- listen carefully and respectfully to other people's thoughts about the music.
- use musical words.
- talk about the musical dimensions working together in the Unit songs.
- talk about music and how it makes me feel

### Improvising and Composing

- improvise using instruments in the context of a song to be performed.
- improvise using 5 notes
- change sounds / organise them differently to change the effect
- compose music which meets specific criteria
- experiment with groups of pitches (chords)
- use a music diary to record aspects of the composition process
- create an 8 bar composition
- choose the most appropriate tempo for a piece of music
- create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song.
- 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)

### Performing

- choose what to perform and create a programme.
- communicate the meaning of the words and clearly articulate them.
- talk about the venue and how to use it to best effect.
- record the performance and compare it to a previous performance.
- discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
- sing in unison and to sing backing vocals.
- enjoy exploring singing solo.
- demonstrate a good singing posture.
- follow a leader when singing.
- experience rapping and solo singing
- sing with awareness of being ‘in tune’.
- play a musical instrument with the correct technique
- select and learn an instrumental part that matches my musical challenge
- rehearse and perform my part within the context of a song.
- listen to and follow musical instructions from a leader (Samba)
- lead a rehearsal session.