

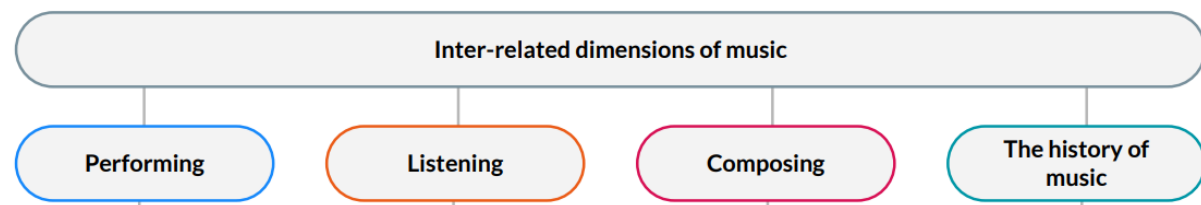
# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Music - Year 5

Inter-related dimensions of music:

Pitch  
Duration  
Dynamics  
Tempo  
Timbre  
Texture  
Structure  
Appropriate musical notation



\*KS2 only

YEAR 5 CYCLE A	Composition notation – Ancient Egypt (Y5) <b>PERFORMANCE &amp; COMPOSING FOCUS</b>	South and West Africa (Y5) <b>LISTENING FOCUS</b>	Musical Theatre <b>LISTENING &amp; PERFORMANCE FOCUS</b> <b>HISTORY OF MUSIC</b>
<b>KNOWLEDGE ORGANISERS</b>			
<b>KEY VOCAB</b>	Features, notation, repeating, unison, composition, structure, repetition, melody, tempo, compose, ensemble, minor, key	A cappella, call and response, dynamics, performance, chord, improvisation, ostinato, break, poly-rhythms, master drummer, syncopation, metronome	Major, minor, parts, ensemble, notation, duration, pitch, duration, dynamics, tempo, timbre, structure, verse, refrain, harmony, transposing a melody (changing key) <b>Rubato/cantabile</b> – Cantabile” means “in a singing style,” whereas “rubato” (literally “robbed”) means “using a very flexible rhythm for expressive purposes.”. Action song, Backdrop, Character song, Choreographer, Composer, Costumes, Designer, Dialogue, Director, Ensemble, Musical director, Musical theatre, Performers, Props, Rock musical, Scene, Solo <b>A ‘libretto’</b> (the spoken text). <b>Lyrics</b> (the words to the songs), the songs being action songs, which move the plot forward, or character songs, which help the audience understand the character’s feelings. <b>Composer</b> , who writes the music. <b>Librettist</b> , who writes the story. <b>Lyricist</b> , who writes the lyrics for the songs. <b>Director</b> , who is in charge of the dramatic performance. <b>Musical director</b> , who is in charge of the musical performance. <b>Choreographer</b> , who is in charge of the dancing. <b>Designer</b> , who creates the sets and costumes. <b>Performers</b> , who play the characters in the musical <b>Ostinato</b> – is a repeated rhythm or melody
<b>SUBSTANTIVE KNOWLEGDE</b>	<ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>	<ul style="list-style-type: none"> <li>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>To understand that major chords create a bright, happy sound.</li> <li>To know that poly-rhythms means many rhythms played at once.</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</li> <li>To know that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>To know that choreography means the organisation of steps or moves in a dance.</li> <li>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</li> <li>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</li> <li>To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. e.g. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>To know that a vocal composition is a piece of music created only using voices.</li> <li>To know that a loop is a repeated rhythm or melody, and is another word for ostinato</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>To know that a ‘theme’ is a main melody in a piece of music.</li> <li>To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece.</li> <li>To know that a melody can be adapted by changing its pitch.</li> </ul>

			<ul style="list-style-type: none"><li>To know that a melody can be adapted by changing its dynamics.</li><li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li><li>To know that timbre can also be thought of as ‘tone colour’ and can be described in many ways e.g. warm or cold, rich or bright.</li><li>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li></ul>
<b>MAKING CONNECTIONS</b>	<p><b>Year 4 – Body and tunes percussion (Rainforests)</b></p> <ul style="list-style-type: none"><li>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li><li>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li><li>To know that a 'loop' in music is a repeated melody or rhythm.</li><li>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li></ul> <p><b>Year 6 – Dynamics, pitch and texture (Coast – Fingal’s Cave)</b></p> <ul style="list-style-type: none"><li>To know that the conductor beats time to help the performers work well together.</li><li>To understand that improvisation means making up music 'on the spot'.</li><li>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li><li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</li></ul>	<p><b>Year 4 – Changes in pitch, tempo and dynamics (Rivers)</b></p> <ul style="list-style-type: none"><li>To know that when you sing without accompaniment it is called 'A Capella'.</li><li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li><li>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li><li>To know that ‘performance directions’ are words added to music notation to tell the performers how to play.</li></ul> <p><b>Year 6 – Film Music</b></p> <ul style="list-style-type: none"><li>To know that a film soundtrack includes the background music and any songs in a film.</li><li>To know that 'major' key signatures use note pitches that sound cheerful and upbeat.</li><li>To know that 'minor' key signatures use note pitches that can suggest sadness and tension.</li><li>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</li></ul>	<p><b>Year 4</b></p> <ul style="list-style-type: none"><li>To know that a bass line is the lowest pitch line of notes in a piece of music</li><li>To know that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li><li>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</li><li>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li><li>To know that both instruments and voices can create audio effects that describe something you can see.</li><li>To know that a 'loop' in music is a repeated melody or rhythm.</li><li>To know that when you sing without musical accompaniment it is called 'A Capella'.</li><li>To understand that harmony means playing two notes at the same time, which usually sound good together.</li><li>To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li></ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"><li>To know that a 'theme' is a main melody in a piece of music.</li><li>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li><li>To know that a melody can be adapted by changing its pitch.</li><li>To know that a melody can be adapted by changing its dynamics.</li><li>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li><li>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li><li>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li></ul>
<b>KEY SKILLS</b>	<ul style="list-style-type: none"><li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li><li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.</li><li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.</li><li>Using staff notation to record rhythms and melodies.</li><li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li><li>Suggesting and demonstrating improvements to own and others’ work.</li><li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li><li>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.</li><li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li></ul>	<ul style="list-style-type: none"><li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li><li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li><li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.</li><li>Improvising coherently within a given style.</li><li>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li><li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li><li>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.</li><li>Using staff notation to record rhythms and melodies.</li></ul>	<p>Year 5</p> <ul style="list-style-type: none"><li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</li><li>Comparing, discussing and evaluating music using detailed musical vocabulary</li><li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.</li><li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li><li>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.</li><li>Performing with accuracy and fluency from graphic and simple staff notation.</li></ul> <p>Year 6</p> <ul style="list-style-type: none"><li>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li><li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li><li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li><li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li><li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds</li><li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li><li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</li><li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</li><li>Performing a solo or taking a leadership role within a performance</li><li>Performing by following a conductor’s cues and directions.</li></ul>