

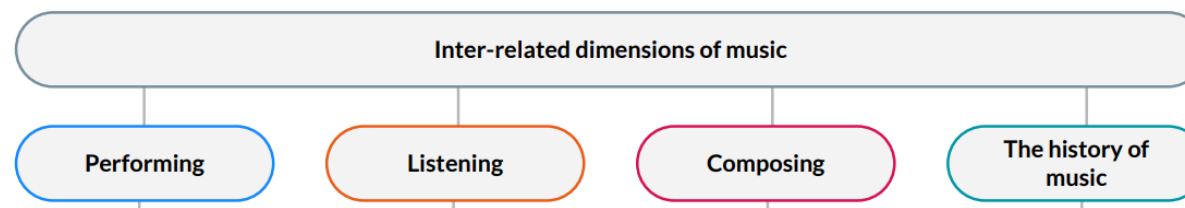
# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### Music - Year 5

Inter-related dimensions of music:

Pitch  
Duration  
Dynamics  
Tempo  
Timbre  
Texture  
Structure  
Appropriate musical notation



YEAR 5 CYCLE B	Blues (Year 5) <b>LISTENING &amp; THE HISTORY OF MUSIC</b>	Composition to represent the festival of Colour Theme: Holi Festival (Year 5) <b>COMPOSING &amp; PERFORMING FOCUS</b>	Musical Theatre We Will Rock You <b>LISTENING &amp; PERFORMING FOCUS</b> <b>HISTORY OF MUSIC</b>
KNOWLEDGE ORGANISERS			
KEY VOCAB	Blues, chord, 12-bar Blues, bar, scale, Blues scale, bent notes, ascending scale, descending scale, improvisation	Synesthesia, dynamics, Holi, graphic score, vocal composition, performance	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
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>To know that ‘blues’ music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>To know that a ‘bent note’ is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>To understand that a chord is the layering of several pitches played at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>To know that a vocal composition is a piece of music created only using voices.</li> <li>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>To understand 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 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.</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> </ul>

			<ul style="list-style-type: none"> <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>MAKING CONNECTIONS</b>	<p><b>Year 4 – Rock and Roll</b> <i>*Please note, this unit is not covered within the ‘Condensed version’ of this scheme, however, please use this substantive knowledge to support prior learning.</i></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 a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</li> <li>To know that playing in time means all performers playing together at the same speed.</li> <li>To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed.</li> </ul> <p><b>Year 6 – Songs of Worlds War 2</b> <i>*Please note, this unit is not covered within the ‘Condensed version’ of this scheme, however, please use this substantive knowledge for stretch and challenge.</i></p> <ul style="list-style-type: none"> <li>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2</li> <li>To know that the Solfa syllables represent the pitches in an octave.</li> <li>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</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>	<p><b>Year 4 – Haiku music and performance (Hanami)</b> <i>*Please note, this unit is not covered within the ‘Condensed version’ of this scheme, however, please use this substantive knowledge to support prior learning.</i></p> <ul style="list-style-type: none"> <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 expressive language (like a poem) can be used as inspiration for composing music.</li> <li>To understand that both instruments and voices can create audio effects that describe something you can see.</li> <li>To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.</li> </ul> <p><b>Year 6 – Theme and variations (Pop Art)</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 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.</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>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</li> <li>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style.</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. 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> <li>Using staff notation to record rhythms and melodies.</li> </ul>	<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>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using detailed musical vocabulary (related to the interrelated 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 (e.g. remix, colours, stories, drama).</li> <li>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</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 interrelated dimensions of music to add musical interest.</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> </ul>