

Music Skills Years 5 and 6

Singing

Composing

Listening

Performing
(Musicianship)

	Year 5	Year 6
Singing	<ul style="list-style-type: none"> Confidently sing a broad range of music with a sense of ensemble (togetherness) and performance Observe phrasing (vocal line) and sing at an accurate pitch. Sing a songs in 3 parts (rounds), Partner songs and songs with verse/chorus structure Use these skills in order to perform as part of a choir 	<ul style="list-style-type: none"> Sing a range of songs using syncopated rhythms as a choir with a sense of ensemble and performance Observe correct rhythm, phrasing and accurate pitch when performing Sing 3 and 4 part rounds Sing parts separately outside of a group setting (parts positioned in different areas of the room to promote independence) Perform a range of songs in school in school assemblies and as part of a choir
Listening	<ul style="list-style-type: none"> Describe mood and characteristics of pieces using musical vocabulary for the following elements: (inter-related dimensions in music) Tempo – <i>Presto – Very fast, Allegro – Fast, Moderato – Moderate/Medium, Adagio – Slow, Accelerando – Accelerate, Ritenuto – Slow down.</i> Pitch/Melody – <i>High, Low – rising, falling</i> Dynamics – <i>Fortissimo, Forte, Mezzo Forte, Mezzo Piano, Piano, Pianissimo, Crescendo, Diminuendo.</i> Articulation – <i>Short & detached/jumpy – Staccato, smooth - Legato</i> Rhythm – <i>Short notes, semiquavers/quavers, longer durations – crotchets, minims, semibreves</i> Sonority (instrumentation) – <i>Instruments of the orchestra, rock/pop instruments, male/ female voices.</i> Structure – <i>binary – AB, ternary – ABA, verse/chorus, call and response/Q&A cannon/round</i> Texture – <i>Melody and accompaniment, chords, moving parts</i> Understand the social context/story/origins 	
Composing	<p>Improvise</p> <ul style="list-style-type: none"> Improvise freely over a drone, producing music that is coherent Improvise a melody using tuned percussion or melodic instrument Improvise a melody to a “groove”, keeping in time with the beat Used a range of dynamics to create contrast in pieces of music Start to structure these improvisations into musical sections <p>Composition</p> <ul style="list-style-type: none"> Create a piece in ternary structure (ABA) in pairs with a contrasting B section Compose melodies from C major or A minor scales Use chords to compose music for a mood, environment or atmosphere Capture ideas using either, graphic scores, rhythmic notation including time signatures, staff notation or using music technology 	<p>Improvising</p> <ul style="list-style-type: none"> Improvise and create music with sections that include contrast Use chord changes within improvisations Extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melody <p>Composition</p> <ul style="list-style-type: none"> Plan and compose an 8 or 16 beat melody using the pentatonic scale with rhythmic variety Compose melodies in pairs of phrases in a suitable key, e.g. E minor, G major Play and notate this melody (graphic or western notation) Enhance this melody by adding chords or bass lines Compose a piece in ternary form using music technology discussing how contrast has been achieved

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Performing (Musicianship)	<p>Performance</p> <ul style="list-style-type: none"> • Play and perform a simple melody on an instrument (tuned percussion, keyboard, violin, recorder, etc.) using staff notation over an octave range of notes (middle C-C') • Play and perform a melody accurately as a class ensemble and within smaller groups • Understand how to perform a triad (chord) on a melodic instrument, e.g. keyboard. • Perform a range of pieces as an ensemble. • Begin to play longer melodies by ear. <p>Reading Notation</p> <ul style="list-style-type: none"> • Understand differences between semibreve, minim, crotchets, crotchet rests, paired quavers and semiquavers • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform music from middle C to C' • Read a short rhythmic phrase at sight. 	<p>Performance</p> <ul style="list-style-type: none"> • Play and perform melodies using staff notation over an octave range. • Play using a range of dynamics. • Accompany the same melody and others using block chords or bass line. • Engage with others performing melodies and accompaniments accurately in class ensemble work. <p>Reading Notation</p> <ul style="list-style-type: none"> • Further understand the differences between semibreve, minim, crotchets, crotchet rests, paired quavers and semiquavers and their rests. • Develop the skill to read and perform pitched notation using simple notation (c- g, pentatonic on G) • Read and play from notation • Read and play from notation a four-bar phrase confidently performing note durations.