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| Happiness Responsibility Friendship Respect Courage | | | | | | |
| MUSIC Year 5 | | | | | | |
| Listening | Singing | Notation | Improvising | Composing | Pulse, beat and metre | Rhythm |
| I can find and demonstrate the steady beat identifying 2/4, 3/4, and 5/4 metre.  I can talk about the feelings created by a piece of music and relate this to musical elements.  I can recognise pentatonic sounds by ear and notation.  I can explain a bridge passage and its position in a song.  I can talk about the styles of music in my lessons and draw connections to other pieces studied. | I can rehearse, learn and perform songs with different musical styles.  I can develop confidence as a soloist. | I can use standard notation to play a 5-note piece using a simple melodic instrument. (GABCD)  I know how notes are grouped when they are notated.  I know the difference between semibreves, minims, crotchets and crochet rests and paired quavers.  I am introduced to dotted minims, dotted crotchets and their rests. | I can improvise over a simple groove responding to the beat and creating a satisfying melodic shape. | I can create and perform music in response to music or another stimulus combining rhythmic notation with letter names and start to use simple structures e.g., introduction, multiple verse and chorus, AB form or ABA form.  I can use simple structures with a verse and chorus and ABA form.  I can create a simple melody using crotchets, minims, paired quavers, semibreves and their rests.  I know how to form chord triads and play them on tuned percussion or keyboards.  I can use simple dynamics in my compositions forte (loud), mezzo forte (moderately loud), mezzo piano (moderately quiet), piano (quiet), fortissimo (very loud) and pianissimo (very quiet). | I can recognise and play in time with the changing speed of a steady beat.  I can play in time with a steady beat in 2/4, 3/4 and 4/4 and recognise the metres of 2/4, 3/4 and 4/4. | I can recognise by ear and notation semibreves, minims, crotchets, quavers and am introduced to dotted minims, dotted crotchets and their rests.  I can copy back simple rhythms using dotted notation.  I can create rhythm patterns using semibreves, minims, crotchets, quavers and I am beginning to use dotted minims, dotted crotchets and their rests. |
| Pitch | Timbre | Texture | Tempo | Structure | Dynamics |
| I can identify steps, leaps and jumps in the pitch of a melody.  I can identify and use the names of the pitched notes on a stave in my own compositions: (GABCD) | I can recognise the following ensembles: Gospel choir and soloist, rock band, symphony orchestra and acappella groups.  I can identify instruments by ear introduced in my class lessons. | I can talk about solo voices, backing vocals and different vocal textures and identify changes in texture. | I can control the changing of a steady beat and recognise the connection between tempi and musical styles. | I can identify and discuss the purpose of the bridge section in a song.  I can recognise AB form within musical structures. | I can identify gradations in dynamics and explain how they change the mood and feel of the music: *forte* (loud), *mezzo forte* (moderately loud), *mezzo piano* (moderately quiet), *piano* (quiet), *fortissimo* (very loud) and *pianissimo* (very quiet). |