Name: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Music – Year 5**

**Singing**

**Musicianship**

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|  | **Key Objectives:** |  |
| A yellow sign with black notes  Description automatically generated  A yellow square with a question mark and red dots  Description automatically generated  A yellow sign with red lines  Description automatically generated  A yellow and white square with a black and grey object  Description automatically generated with medium confidence | Can I understand and respond to music in various time signatures. |  |
| Can I find and keep a steady beat and pulse. |  |
| Can I listen and copy back complex rhythmic patterns. |  |
| Can I understand formal, written notation and equivalent rests. |  |
| Can I copy back complex melodic patterns. |  |
| Can I listen with attention to details and recall sounds. |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow square with a question mark and red dots  Description automatically generatedA yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with red lines  Description automatically generatedA yellow sign with black notes  Description automatically generated | Can I rehearse a song and learn it from memory. |  |
| Can I accurately sing a broad range of songs as part of a group or as a soloist. |  |
| Can I sing in unison and in up to three parts. |  |
| Can I demonstrate and maintain good posture and breath control when singing. |  |
| Can I discuss in depth the style of the song and how it connects to the world and its relevant culture.  **Listening** |  |

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|  | **Key Objectives:** | **End of unit** |
| A yellow and white square with a black and grey object  Description automatically generated with medium confidenceA yellow sign with a drawing of a ear and a black arrow  Description automatically generatedA yellow sign with a drum and a trumpet  Description automatically generatedA yellow sign with black notes  Description automatically generatedA yellow sign with red lines  Description automatically generatedA yellow square with a question mark and red dots  Description automatically generated  A yellow sign with a clock and arrows  Description automatically generated | Can I talk about the emotions I feel when I listen to a piece of music. |  |
| Can I happily describe my opinion about the music I listen to. |  |
| Can I find the pulse, identifying the first beat of the bar. |  |
| Can I confidently recognise and explore a range of musical styles and traditions. |  |
| Can I accurately describe most instruments and describe their timbre. |  |
| Can I sing or clap memorable rhythmic/melodic phrases. |  |
| Can I confidently recognise the difference between major and minor tonalities. |  |
| Can I identify and describe the sounds of various contrasting vocal/instrument styles. |  |

**Improvisation**

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|  | **Key Objectives:** | **End of unit** |
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| Can I improvise over a simple chord progression, moving in steps and leaps. |  |
| Can I improvise using more complex rhythms, structured phrases, and improved melodic shape. |  |
| Can I follow a steady beat, keeping in time with the pulse of the music. |  |

**Playing instruments**

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|  | **Key Objectives:** | **End of unit** |
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| Can I play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard. |  |
| Can I rehearse and play securely with good levels of accuracy. |  |
| Can I follow musical directions. |  |
| Can I demonstrate excellent posture when playing my instrument. |  |
| Can I practise in a manner that will benefit my improvement over time. |  |

**Composition**

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|  | **Key Objectives:** | **End of unit** |
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| Can I perform this melody on tuned percussion or melodic instruments. |  |
| Can I enhance my melody with simple chord progressions. |  |
| Can I compose a ternary form piece. |  |
| Can I use music software/technology to compose. |
| Can I use a various charanga composition tool to compose structured melodies of carrying lengths with a wide range or dynamics and tempos. |

**Rehearse and Perform**

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|  | **Key Objectives:** | **End of unit** |
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| Can I perform as part of a smaller group as well as within the whole class. |  |
| Can I perform as part of a mixed ensemble of acoustic instruments. |  |
| Can I perform from memory or visually, using notation. |  |
| Can I understand the significance of movement and performing space. |  |
| Can I lead part or all a rehearsal/ performance. |  |
| Can I record, evaluate and discuss my performances using appropriate vocabulary. |  |