

## Key Learning in Music: Years 5 and 6

and two parts, with clear diction, control of pitch, a sense of phrase and musical ecall sounds with increasing aural memory. Play tuned and untured instruments with control and rhythmic accuracy. Play tuned and untured instruments with control and rhythmic accuracy. Play tuned and untured instruments with control and rhythmic accuracy. Play tuned and untured instruments with an awareness of the audience. Play tuned and untures of pitch, auration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Play tuned and hours is produced in different resources, including ICT) and described through relevant established and invented and heard (for example, the effect of occasion and venue).  Fitch Duration Duration Dynamics Playters and ostinati (reparted melody lines) and lineunedo (gradually getting louder) and with a sesses the analone in an other in a sesses the analone in and internet in a diana to internet in a sesses the analone internet internet internet in a diana to internet in a diana to internet inter	Performing		Listening		Creating			Knowledge & Understanding	
PitchDurationDynamicsTempoTimbreTextureStructure1 dentify short phrases and long phrases. 1 dentify the prominent melody patterns in a piece of music.• Perform rhythmic pattern with a gesture. • Identify the prominent melody patterns in a piece of music.• Perform rhythmic patterns anelodic pattern. • Indicate strong and weak beats through movements.• Recognise a change in metre.• Identify the and change in metre.• Identify the around one music as fast, moderate, string, woodwind, orchestra, and rock band.• Understand the process by which a round (one melody, sung/played by groups starting at different times e.g. 'London's Burning') works.• Identify the around one melody, sung/played by orchestra, and rock band.• Identify the various and varying textures in a round.• Identify the various and varying texture	<ul> <li>Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>Practise, rehearse and present performances</li> </ul>		<ul> <li>Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>Know how time and place can influence the way music is created, performed and heard (for</li> </ul>		<ul> <li>Improvise and develop rhythmic and melodic material when performing.</li> <li>Explore, choose, combine and organise musical</li> </ul>			<ul> <li>Analyse and compare sounds.</li> <li>Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.</li> <li>Improve their own and others' work in relation to its intended effect.</li> <li>Use and understand staff and other musical notations.</li> <li>Develop an understanding of the history of</li> </ul>	
<ul> <li>Identify short phrases and long phrases.</li> <li>Identify short phrases and long phrases.</li> <li>Identify the prominent melody patterns in a piece of music.</li> <li>Identify a silence in a prhythmic pattern with a gesture.</li> <li>Improvise a melody.</li> <li>Indicate strong and weak beats through movements.</li> <li>Recognise a netre (the way beats are grouped) of 3 or 4.</li> <li>Recognise a change in metre.</li> <li>Identify short phrases</li> <li>Identify the prominent metre.</li> <li>Identify the prominent patterns and ostinati (repeted melody line).</li> <li>Identify a silence in a rhythmic patterns including silences and notate.</li> <li>Indicate strong and weak beats through movements.</li> <li>Recognise a change in metre.</li> <li>Identify the various and protext and sile and sile and movements.</li> <li>Recognise a change in metre.</li> <li>Identify the various and protext and sile and sile and sile and sile and protext and sile and sile and sile and protext and sile and sile and sile and protext and sile and sile and protext and sile and sile and sile and protext and sile and sile and protext and sile and sile and sile and protext and sile and sile and protext and sile and sile and protext and sile and sile and sile and sole and sile and sile and protext and sile and sile and protext and sile and sile and protext and sile and sole and sile and motex.</li> <li>Identify the various and canons (more than one melody line, sung/played on to protext and sile and sole and sole and sole and sole and sile and sole and sile and sole and sile and sole and sole and sole and sole a</li></ul>					Elements				
and long phrases. I dentify the prominent melody patterns in a piece of music.patterns and ostinati (repeated melody lines).(gradually getting louder) and diminuendo (grad. getting quieter).between fast and slow tempos.instruments – e.g. strings, woodwind, orchestra, and rock band.which a round (one melody, sung/played by groups starting at different times e.g. (Jondon's Burning) works.ternary form from notational devises.I dentify the prominent melody patterns. I mprovise a melody Identify the tempo of dynamic choices such as accents (sudden loud notate. I Indicate strong and weak beats through movements Stess the accents (sudden loud notate. I Indicate strong and weak beats through movements Stess the accents (sudden loud notate. I Recognise a metre (the way beats are grouped) of 3 or 4. Recognise a change in metre Stess the accents (sudden loud notate Stess the accents (sudden loud notes Stess the accents (sudden loud notes. <td>Pitch</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	Pitch								
	<ul><li>and long phrases.</li><li>Identify the prominent melody patterns in a piece of music.</li><li>Improvise a melodic</li></ul>	<ul> <li>patterns and ostinati (repeated melody line.</li> <li>Identify a silence in a rhythmic pattern with gesture.</li> <li>Create rhythmic patter including silences and notate.</li> <li>Indicate strong and w beats through movements.</li> <li>Recognise a metre (th way beats are grouped of 3 or 4.</li> <li>Recognise a change in</li> </ul>	(gradually getting louder) and diminuendo (grad. getting quieter). • A • Assess the appropriateness of dynamic choices such as accents (sudden loud notes, or sudden quiet notes.	between fas tempos. Identify the music as fas slow, getting	tt and slow tempo of t, moderate, g faster or	<ul> <li>instruments – e.g.</li> <li>strings, woodwind,</li> <li>orchestra, and rock</li> <li>band.</li> <li>Recognise the</li> <li>instruments heard in a</li> </ul>	<ul> <li>which a melody groups times e</li> <li>Burning</li> <li>Identify varying round.</li> <li>Show h canons melody on top groups times e</li> <li>Canon</li> <li>Underst texture</li> </ul>	a round (one y, sung/played by starting at different e.g. 'London's g') works. y the various and textures in a now rounds and s (more than one y line, sung/played of each other by starting at different e.g. 'Pachelbel's ') are constructed. stand how the	<ul> <li>ternary form from notational devises.</li> <li>Identify binary and ternary form when listening.</li> <li>Identify rondo (a form which always returns back to the first 'A' melody line e.g.</li> </ul>