

Knowledge understanding and skills breakdown for Music

Year 5

Performing	Composing (<i>including</i> notation)	Appraising
<ul style="list-style-type: none"> • Can they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural form. E.g. rounds variations, rondo form? 	<ul style="list-style-type: none"> • Can they change sounds or organise them into differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences?
Year 5 (Challenging)		
<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Can they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of patterns, contrasts and variations can be organised to give structure • 	<ul style="list-style-type: none"> • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?