

Year 5 Key Learning

The National Curriculum for Music says: Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. *Text in this colour denotes deeper learning possibilities.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
Musicianship (including general musicianship and notation) Understanding Music	Listening Finding and keeping a steady beat	Children will learn: To find and keep a steady beat.	Children’s Statements I can/I know/I understand and demonstrate: ● I can confidently find and keep a steady beat. ● I understand how pulse, rhythm and pitch work together.	The National Curriculum for Music says that pupils should be taught to: Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
	Copy-back Improvisation Singing Playing instruments Reading notation	To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	● I can listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually. ● I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a stave.	
	Pulse/Beat Rhythm Pitch Tempo Dynamics	To copy back various melodic patterns.	● I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.	

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Listen and Respond	Listening Responding Musical styles Historical context Different musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To talk about feelings created by the music.	<ul style="list-style-type: none"> I can talk about the emotions I feel when I listen to a piece of music. 	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>
		To justify a personal opinion with reference to musical elements.	<ul style="list-style-type: none"> I can justify a personal opinion, making reference to musical elements. 	
		To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre.	<ul style="list-style-type: none"> I can find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature. 	
		To identify the musical style of a song or piece of music.	<ul style="list-style-type: none"> I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. 	
		To identify instruments by ear and through a range of media.	<ul style="list-style-type: none"> I can accurately identify instruments and describe their timbres. 	
		To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.	<ul style="list-style-type: none"> I can recognise and discuss the sections of music from various styles and genres. 	
		To explain a bridge passage and its position in a song.	<ul style="list-style-type: none"> I can explain what a bridge passage is and identify its position within a song. 	
		To recall (by ear) memorable phrases heard in the music.	<ul style="list-style-type: none"> I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. 	
		To identify major and minor tonalities.	<ul style="list-style-type: none"> I can confidently recognise the difference between major and minor tonalities. 	
		To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.	<ul style="list-style-type: none"> I can recognise the sound and tonal structure of a Blues and pentatonic scale, both visually and aurally. 	
To explain the role of a main theme in a musical structure.	<ul style="list-style-type: none"> I understand and can describe the role of a main theme in a musical structure. 			
To understand what a musical introduction is and its purpose.	<ul style="list-style-type: none"> I understand the importance of a musical introduction and the information it offers. 			
To explain rapping.	<ul style="list-style-type: none"> I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. 			

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing Listening Notation	To rehearse and learn songs from memory and/or with notation.	<ul style="list-style-type: none"> I can rehearse a song and learn it from memory, both aurally and visually. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Pulse Rhythm Pitch Tempo Dynamics Structure	To sing in 2/4, 3/4, 4/4 and 6/8 time.	<ul style="list-style-type: none"> I can sing songs that have different simple and complex time signatures. 	
		To sing in unison and in parts, and as part of a smaller group.	<ul style="list-style-type: none"> I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. 	
		To sing 'on pitch' and 'in time'. To sing a second part in a song. To self-correct if lost or out of time.	<ul style="list-style-type: none"> I can sing on pitch and in time with the music. I can sing a second part in a song. I can self-correct if lost or out of tune/time. 	
		To sing expressively, with attention to breathing and phrasing.	<ul style="list-style-type: none"> I can sing with attention to phrasing, on my own or as directed. 	
		To sing expressively, with attention to dynamics and articulation.	<ul style="list-style-type: none"> I can sing expressively, paying attention to articulation, on my own or as directed. 	
		To develop confidence as a soloist.	<ul style="list-style-type: none"> I can sing with growing confidence as a soloist. 	
		To talk about the different styles of singing used for different styles of song.	<ul style="list-style-type: none"> I have an understanding of the various styles of singing used in correlation to the styles of song. 	
		To talk confidently about how connected they feel to the music and how it connects to the world.	<ul style="list-style-type: none"> I can discuss in depth how the song connects to the world and its relevant culture. 	
		To respond to a leader or conductor.	<ul style="list-style-type: none"> I can confidently follow the leader or conductor. 	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To rehearse and learn to play a simple melodic instrumental part, by ear and/or from notation.	<ul style="list-style-type: none"> I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation. 	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	<ul style="list-style-type: none"> I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave. I can perform this melody as part of a wider ensemble or small group, or individually as a soloist. 	
		To play a part on a tuned instrument (by ear or from notation): <ul style="list-style-type: none"> Playing the right notes with secure rhythms. Rehearsing and performing their parts within the context of the unit song. Playing together with everybody while keeping the beat. Listening to and following musical instructions from a leader. Treating instruments carefully and with respect. Playing their instruments with good posture. Beginning to understand how to rehearse a piece of music in order to improve. 	<ul style="list-style-type: none"> I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in the context of the unit song. I can play with accuracy as part of an ensemble, keeping a steady beat. I can follow musical direction as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time. 	

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Improvise with the Song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	<ul style="list-style-type: none"> I can improvise with increasing confidence, using my own voice, rhythms and different pitches. I can improvise sections of music which include structured phrases and improved melodic shape. When improvising, I have a clear vision of key structure and relevant use of the home note. I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo. 	Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
		To follow a steady beat and stay 'in time'.	<ul style="list-style-type: none"> When improvising, I can follow a steady beat, keeping in time with the pulse of the music. 	
		To become more skilled in improvising, <i>perhaps trying more notes and rhythms.</i>	<ul style="list-style-type: none"> I can use additional notes and rhythms to show progression. 	
		To become more skilled in improvising, <i>perhaps trying to use melodic jumps that get higher and lower.</i>	<ul style="list-style-type: none"> I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). 	
		To explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. To include rests or silent beats.	<ul style="list-style-type: none"> I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. 	
		To use some loud and quiet dynamics.	<ul style="list-style-type: none"> I can improvise sections of music which include structured phrases with more complex dynamics. 	
		To think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. To include smooth (legato) and detached (staccato) articulation when playing notes.	<ul style="list-style-type: none"> I can improvise, demonstrating use of articulation (legato/staccato) and use of extended dynamics. 	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation	To create music in response to music and video stimuli.	<ul style="list-style-type: none"> I can compose music in response to musical and/or video stimuli. 	Improve and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations.
	Pulse Rhythm Pitch	To use music technology, if available, to capture, change and combine sounds.	<ul style="list-style-type: none"> I can use music technology effectively to capture, edit and combine sounds. 	
	Tempo Dynamics Notation	Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	<ul style="list-style-type: none"> I can use a planned structure when composing. I know my composition has multiple sections and can be labelled as such. 	
		To use chords to compose music that evokes a specific atmosphere, mood or environment.	<ul style="list-style-type: none"> I can compose with chords to create an emotive/atmospheric mood. 	
		To use simple dynamics.	<ul style="list-style-type: none"> I can use simple dynamics and tempo to express loud and soft/fast and slow. 	
		To use rhythmic variety.	<ul style="list-style-type: none"> I can compose using a variety of rhythms, including notes and their equivalent rests. 	
		To compose song accompaniments, perhaps using basic chords.	<ul style="list-style-type: none"> I can compose song accompaniment using chord progressions as part of my composition. 	
		To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	<ul style="list-style-type: none"> I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. 	
		To use full scales in different keys.	<ul style="list-style-type: none"> I can compose using full, one-octave scales in selected major and minor keys, as well as pentatonic scales. 	

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Compose with the Song (continued)		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		<p>To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.</p> <p>To perform simple, chordal accompaniments.</p>	<ul style="list-style-type: none"> I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. 	
		<p>To create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>To use a pentatonic and a full scale, as well as major and minor tonalities.</p>	<ul style="list-style-type: none"> I can create a melody using varied staff notation and equivalent rests within an appropriate key centre. I can use and understand the pentatonic scale and full octave ranges of both major and minor scales. 	
		<p>To understand the structure of the composition.</p>	<ul style="list-style-type: none"> I understand and can explain the structure of my composition. 	
		<p>To explain the composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p>	<ul style="list-style-type: none"> I understand and can explain the musical shape that my composition moves in. 	
		<p>To include a home note to provide a sense of an ending; coming home.</p>	<ul style="list-style-type: none"> I can include a home note with my composition to give it cadential recognition. 	
		<p>To perform their simple composition/s using their own choice of notes.</p>	<ul style="list-style-type: none"> I can compose using my own choice of notes. 	
		<p>To successfully create a melody in keeping with the style of the backing track.</p> <p>To create their composition/s with an awareness of the basic/simple chords in the backing track.</p>	<ul style="list-style-type: none"> I can create a melody in line with the style and harmonic structure of the backing track. 	

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Music Notepad		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To compose a 'stand-alone' piece of music which includes: <ul style="list-style-type: none"> ● A time signature. ● A treble clef. ● Four, six or eight bars. ● The right notes for the scale and key signature. ● Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests. ● Expression/dynamics. ● Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. 	<ul style="list-style-type: none"> ● I can use various Charanga composition tools to compose a structured melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense. 	Use and understand staff and other musical notations.
To describe how their melodies were created.	I can describe how my melody is structured and the processes I went through to create my melodic composition.			

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Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
		To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.	<ul style="list-style-type: none"> I can organise, rehearse and perform for an unfamiliar audience. 	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		(Perhaps) to perform in smaller groups, as well as the whole class.	<ul style="list-style-type: none"> I can perform as part of a smaller group as well as a whole class. 	
		To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	<ul style="list-style-type: none"> I can perform as part of a mixed ensemble of acoustic instruments. 	
		To perform from memory or with notation, with confidence and accuracy.	<ul style="list-style-type: none"> I can perform from memory or visually, using staff notation with confidence and accuracy. 	
		To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	<ul style="list-style-type: none"> I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed. 	
		To explain why the song was chosen, including its composer and the historical and cultural context of the song.	<ul style="list-style-type: none"> I can explain why a song was chosen and in what context, including historical information about the piece. 	
		A student leads part of the rehearsal and part of the performance.	<ul style="list-style-type: none"> I can lead part (or all) of a rehearsal/performance. 	
		To record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece.	<ul style="list-style-type: none"> I can record performances to compare and evaluate. I can evaluate how well the performances communicated the mood of each piece. 	
		To discuss and talk musically about the strengths and weaknesses of a performance.	<ul style="list-style-type: none"> I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance. 	
To collect feedback from the audience and reflect on how future performances might be different.	<ul style="list-style-type: none"> I can collect feedback and reflect to ensure progression within future performances. 			

*Also known as interrelated dimensions of music.