

Key skills	Year 5	Year 6
<p><b>SING</b></p> <p>Sing with an understanding of how to improve accuracy, fluency, control &amp; expression</p>	Choose appropriate <b>tempo &amp; dynamics</b> whilst singing	Choose appropriate <b>tempo &amp; dynamics</b> whilst singing
	Sing an <b>ostinato accompaniment</b>	Combine vocal <b>ostinato</b> phrases
	Sing in two parts in <b>harmony</b>	Sing in 2 and 3 parts in <b>harmony</b>
<p><b>PLAY</b></p> <p>Play with an understanding of how to improve accuracy, fluency, control and expression</p> <p><b>NOTATION</b></p>	Copy and improvise <b>rhythmic phrases</b>	Copy and improvise <b>rhythmic phrases</b> (4 and 8 beat phrases)
	Tap/clap the <b>metre</b> of a song whilst the others clap the rhythm	Combine <b>ostinato</b> phrases
	Explore different <b>metres</b> / play on beat one	Explore different <b>metres</b> / play on beat one
	Play simple tunes and add a <b>drone accompaniment</b>	Play simple tunes and add an <b>ostinato accompaniment</b>
	Read, play and write 4 & 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets, semi breves)	Notate compositions using the most appropriate method where applicable
	Read and play simple <b>melodic</b> phrases	Notate simple <b>melodic</b> phrases from dictation
<p><b>COMPOSE &amp; IMPROVISE</b></p> <p>Including the use of music technology</p>	Organise <b>rhythmic and melodic phrases</b> in a simple <b>structure</b>	Organise <b>rhythmic and melodic phrases</b> in a simple <b>structure</b>
	Create an up and down tune	Create a tune using two or three phrases
	Improvise <b>melodic</b> phrases using the <b>pentatonic scale</b>	Improvise <b>melodic</b> phrases
	Create and play an instrumental <b>accompaniment</b>	Combine melody and <b>ostinato accompaniment</b>
	Compose music to evoke contrasting moods suggested by a stimulus	Compose music to evoke contrasting moods suggested by a stimulus
	Using a simple device (eg ipad) record a loop, repeat and edit loop. Create a <b>melody</b>	Using a simple device (eg ipad) record a loop, repeat and edit loop. Create a <b>melody</b>
<p><b>LISTEN</b></p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	Listen to / make comparisons of a range of types of music from different traditions	Listen to / make comparisons of a range of types of music from different traditions
	Listen to an individual part in three and four part music	Listen to an individual <b>rhythm</b> in a five part <b>structure</b>
	Recognise how sounds are used to achieve an intended effect	Recognise how layers of sound can achieve an intended effect
	Analyse basic song <b>structures</b>	Analyse basic song <b>structures</b>
	Listen / respond to live/recorded music, talk about how it makes you feel	Listen / respond to live/recorded music, talk about how it makes you feel e.g. Explore major and minor <b>scales &amp; chords</b>

The music curriculum is a spiral curriculum, with key skills being repeated. It is recommended that singing, playing instruments, composing, listening to and appraising music should take place weekly.

<b>Glossary</b>	<b>Year 5 and 6</b>
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts for
<b>Pitch</b>	High and low, getting higher/lower
<b>Tempo</b>	Fast and slow, getting faster/slower
<b>Dynamic</b>	Loud and quiet, getting louder/quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group eg 3/4, 4/4
<b>Melody</b>	Tune – a combination of pitch and rhythm
<b>Pentatonic</b>	5 note scale
<b>Harmony</b>	The simultaneous combination of tones ,pleasing to the ear
<b>Scale</b>	Any set of musical notes ordered by frequency or pitch
<b>Accompaniment</b>	An instrumental or vocal part designed to support or complement a melody
<b>Phrase</b>	Short section of music
<b>Sequence</b>	One after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)