

Knowledge, Skills and Understanding breakdown for Music

Year 5

| Performing | Composing (<i>incl notation</i>) | Appraising |
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| <ul style="list-style-type: none"> to breathe in the correct place when singing <ul style="list-style-type: none"> to sing and use their understanding of meaning to add expression to maintain their part whilst others are performing their part <ul style="list-style-type: none"> to perform 'by ear' and from simple notations to improvise within a group using melodic and rhythmic phrases <ul style="list-style-type: none"> to recognise and use basic structural forms, e.g. rounds, variations, rondo form | <ul style="list-style-type: none"> to change sounds or organise them differently to change the effect to compose music which meets specific criteria to use their notations to record groups of pitches (chords) to use a music diary to record aspects of the composition process to choose the most appropriate tempo for a piece of music | <ul style="list-style-type: none"> to describe, compare and evaluate music using musical vocabulary to explain why they think their music is successful or unsuccessful <ul style="list-style-type: none"> to suggest improvements to their own or others' work to choose the most appropriate tempo for a piece of music to contrast the work of famous composers and show preferences |

Year 5 (Challenging)

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| <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"> Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? | <ul style="list-style-type: none"> Can they explain how tempo changes the character of music? <ul style="list-style-type: none"> Can they identify where a gradual change in dynamics has helped to shape a phrase of music? |
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