

Year 5		
Autumn	Spring	Summer
Ukulele Skill Development/Recorders	Melodic Composition – Recorders /Ukulele	African Drumming
<ul style="list-style-type: none"> ○ Uke skills – Pluck simple melodies read from stave. Chords (minimum) C, C7, F, G7 ○ Recorders - Recorder skills- minimum notes BAG CD ED 	<ul style="list-style-type: none"> ○ Small group compositions using recorders/ukulele/voices/body per/class perc ○ Awareness of form and structure 	<ul style="list-style-type: none"> ○ Layering rhythms ○ Improvising ○ Singing and playing simultaneously
By the end of Year 5 most children should be able to:		
<p>Vocal</p> <ul style="list-style-type: none"> • Sing a range of songs more confidently from different cultures and in different languages • Sing a more demanding repertoire including songs with harmony parts • Sing with greater control and range of expression • Sight sing simple melodic patterns using at least four notes (eg DMSL) • Take the lead in vocal warm ups <p>Recorders</p> <ul style="list-style-type: none"> • Hold recorder correctly and cover the holes accurately to produce at least - BAGCD low ED • Play more confidently and fluently • Articulate notes correctly attempting to incorporate staccato and legato • Use correct breath pressure • Play melodies from staff notation and by rote • Improvise patterns using notes learnt • Maintain part in an ensemble <p>Ukulele</p> <ul style="list-style-type: none"> • Hold the ukulele correctly • Pluck using rest strokes and free strokes more fluently and with greater dexterity • Copy and create patterns on open strings • Understand how pitches can be changed • Play simple melodies from staff notation • Strum rhythmic patterns (up and down) • Play chords at least three chords (e.g. C, C7 F, G7, Am, Dm)and change between them fluently to accompany a song • Work out how to play a chord from a diagram • Maintain a part in an ensemble 	<p>African Drumming</p> <ul style="list-style-type: none"> • Accurately copy drumming rhythms using two sounds (bass and tone) • Maintain a part in a small group • Maintain a confident steady pulse in the context of syncopated and layered rhythms • Improvise rhythmic patterns in the context of a steady beat. • Recognise call and response structure and be aware of its place in African Music • Improvise call and response rhythms with a partner • Perform a range of African songs with rhythmic accompaniment • Sing a song while performing an action or independent rhythm simultaneously • Know the names of the instruments used <p>Composition</p> <ul style="list-style-type: none"> • Compose a pentatonic melody (DRMSL/LDRMS) to be performed on recorder or ukulele • Notate a melody in order that it can be performed by someone else • Create a group composition (small group) which includes melody, melodic ostinato accompaniment/drone and rhythmic accompaniment • Recognise and use compositional techniques of form and structure to extend/create a fully formed piece (introduction, ABA, AABB etc. coda) <p>Listening and Understanding</p> <ul style="list-style-type: none"> • Read rhythmic notation including crotchets, quavers in pairs, crotchet rests, minims, semibreves and semiquavers in groups of two • Talk about pitch, tempo, duration and dynamics using appropriate vocabulary (fast, quiet etc.) • Describe expressive qualities of a range of musical styles • Suggest and make improvements to their own work and comment using appropriate vocabulary • Suggest improvements related to the expression or performance of a piece 	

YEAR 5	KNOWLEDGE	SKILL
<u>Romantic</u> <u>Early 20th Century</u>	<p>To know when the Romantic period was</p> <p>To know when the Early 20th Century period was</p> <p>To know the names of early 20th Century music styles (eg Jazz)</p> <p>To know the names of early 20th century artists</p> <p>To know the names of some Romantic composers and their famous music</p>	<p>To listen with attention to detail for longer periods of time</p> <p>To give reasoned opinions about music we hear.</p> <p>To use musical vocabulary when talking about Romantic music.</p> <p>To be able to recall and talk about facts about Romantic and early 20th century music and composers</p> <p>To 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>To use ICT to research musical history</p>