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|  | **Year 5** |
| Play and Perform | * I create songs with an understanding of the relationship between lyrics and melody.   3,4,5,6,7,11   * Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect.   1,4,7,10,11   * Breathe well and pronounce words, change pitch and show control in singing.   2,5,9,11,12   * Perform songs with an awareness of the meaning of the words.   3,8,10,12   * Hold a part in a round.   6,11   * Perform songs in a way that reflects their meaning and the occasion.   4,10   * Sustain a drone or melodic ostinato to accompany singing.   6,10   * Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).   4,8,9,10,11 |
| Develop an understanding of the history of music. | * Understand the different cultural meanings and purposes of music, including contemporary culture.   5,6,8  Use different venues and occasions to vary my performances.  2,6,7,11 |
| Improvise and compose music | * Use the venue and sense of occasion to create performances that are well appreciated by the audience.   2,6,10   * Compose by developing ideas within musical structures.   2,4,5   * Improvise melodic and rhythmic phases as part of a group performance.   1,3,5,7   * Improvise within a group.   2,3,4,6 |
| Listen with attention to detail and recall sounds. | * Notice and explore the relationship between sounds.   4,8,11  Notice and explore how music reflects different intentions.  1,7,10,11 |
| Appreciate and understand a wide range of live and recorded music. | * Compare and evaluate different kinds of music using appropriate musical vocabulary.   3,6,7,8   * Explain and evaluate how musical elements, features and styles can be used together to compose music.   4,7,11 |

Purple numbers refer to song number from Sing Up scheme of Work, demonstrating coverage of skills.