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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.

5,6,8Use 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.

4,8,11Notice 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.