

Skills and Knowledge:

Listening and Understanding	Notation and Theory
I can: - Find and demonstrate a steady beat and identify simple time signatures (2/4, 3/4, 4/4) - Justify my feelings and opinions about music by referring to specific musical elements (eg. rhythm, melody, structure) - Discuss the structure of music in detail, including introduction, verses, chorus and bridge passages) - Identify different instruments by ear - Recognise the sound of major (happy) and minor (sad) keys, and the pentatonic scale - Listen to a wide range of music from different traditions/composers, identifying the musical style and its place in musical history	I can: - Understand the difference between paired quavers, crochets, minims, semibreves and their rests - Identify individual notes on a stave/staff, including a treble clef - Follow and perform rhythms to a steady beat - Recognise how notes are grouped on a stave/staff using bar lines
Singing	Playing Instruments
I can: - Rehearse and learn songs from memory and/or with notation - Demonstrate good singing posture - Sing 'on pitch' and 'in time' when singing unison and simple two-part harmony - Sing with expression, controlling dynamics (volume) and articulation - Use self-correction if I get lost or out of time - Develop confidence when singing as a soloist - Respond effectively to a leader or conductor	I can: - Use body percussion accurately - Accurately play one of the differentiated instrumental parts within a group performance - Play my part using the right notes and rhythms, while keeping the beat with others - Play different instrumental parts by ear or from notation - Use good technique and understand how to rehearse effectively to improve the music
Improvising	Composing
I can: - Improvise (make up) melodies and rhythms over a backing track or groove, responding to the beat - Use a wider range of dynamics when improvising - Create a melody with a satisfying shape, using musical phrases and melodic jumps / intervals - Use articulation (smooth / detached) and a variety of rhythms, including rests	I can: - Create music in response to music and video stimulus - Create a melody that fits the style and basic cords of the backing track - Begin to structure my compositions (eg. beginning, middle and end) - Use rhythmic and dynamic variety - Create a melody using crochets, quavers, minims, semibreves and all equivalent rests
Performing	
I can:	



Music Skills & Knowledge in Year 5

- Create, rehearse and present a performance for a specific purpose and audience
- Perform a range of pieces accurately and confidently from memory
- Explain the context of the piece (composer, history, culture)
- Reflect critically on the performance, discussing its strengths and weaknesses