

Year 5	Knowledge Recorder- Summer term	Skills Recorder- Summer term
Listening and appraising	- Know five songs from memory, who sang or wrote them, when they were written and, if possible, why? - Know the style of the five songs and to name other songs from the Units in those styles - Choose two or three other songs and be able to talk about: - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time	- Identify and move to the pulse with ease. - Think about the message of songs - Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences - Listen carefully and respectfully to other people's thoughts about the music - When you talk try to use musical words. - Talk about the musical dimensions working together in the Unit songs - Talk about the music and how it makes you feel
Musical skills- pulse, rhythm, pitch	- Know and talk about- how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song - Know and talk about- how to keep the internal pulse	- In relation to the main song, using three notes: - Bronze Challenge a. Find the pulse b. Copy back rhythms based on the words of the main song, that include syncopation/off beat

	♪ Know and talk about- musical leadership: creating musical ideas for the group to copy or respond to	-c. Copy back one-note riffs using simple and syncopated rhythm patterns ♪ Silver Challenge -a. Find the pulse -b. Lead the class by inventing rhythms for others to copy back -c. Copy back two-note riffs by ear and with notation -d. Question and answer using two different notes ♪ Gold Challenge -a. Find the pulse -b. Lead the class by inventing rhythms for them to copy back -c. Copy back three-note riffs by ear and with notation -d. Question and answer using three different notes
Singing	♪ Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ♪ Choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice	♪ Sing in unison and to sing backing vocals. ♪ Enjoy exploring singing solo. ♪ Listen to the group when singing. ♪ Demonstrate a good singing posture. ♪ Follow a leader when singing. ♪ Experience rapping and solo singing. ♪ Listen to each other and be aware of how you fit into the group. ♪ Sing with awareness of being 'in tune'.
Playing	♪ Know and talk about- different ways of writing music down eg staff notation, symbols	♪ Play a musical instrument with the correct technique within the context of the Unit song

	- Know and talk about- the notes C,D,E,F,G,A,B+C on the treble stave - Know and talk about- the instruments they might play or be played in a band or orchestra or by their friends	- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation - Rehearse and perform their part within the context of the Unit song - Listen to and follow musical instructions from a leader - Lead a rehearsal session - Play the descant recorder notes, A, B, C, high C,D,E,F,G - Play a short piece on the descant recorder
Improvising	- Know and be talk about- improvisation is making up your own tunes on the spot - Know and talk about- when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them - Know and talk about- that using one or two notes confidently is better than using five - Know and talk about- that if you improvise using the notes you are given, you cannot make a mistake - Know and talk about- that you can use some of the riffs you have heard in the Challenges in your improvisations - Know and talk about- three well-known improvising musicians	- Improvise using instruments in the context of a song to be performed - Play and Copy Back -a. Bronze - Copy back using instruments. Use one note. -b. Silver - Copy back using instruments. Use the two notes. -c. Gold - Copy back using instruments. Use the three notes. - Play and Improvise- Using up to three notes: -a. Bronze - Question and Answer using instruments. Use one note in your answer. -b. Silver - Question and Answer using instruments. Use two notes in your answer. Always start on a G. -c. Gold - Question and Answer using instruments. Use three notes in your answer. Always start on a G. - Improvisation- Using up to three notes: -a. Bronze - Improvise using one note.

		-b. Silver - Improvise using two notes. -c. Gold - Improvise using three notes. ♪ Classroom Jazz 2 - Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Composing	♪ Know and talk about- a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends ♪ Know and talk about- a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ♪ Know and talk about- notation: recognise the connection between sound and symbol	♪ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song ♪ Explain the keynote or home note and the structure of the melody ♪ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song ♪ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Performing	♪ Know and talk about- performing is sharing music with other people, an audience ♪ Know and talk about- a performance doesn't have to be a drama! It can be to one person or to each other ♪ Know and talk about- everything that will be performed must be planned and learned ♪ Know and talk about- you must sing or rap the words clearly and play with confidence	♪ Choose what to perform and create a programme. ♪ Communicate the meaning of the words and clearly articulate them ♪ Talk about the venue and how to use it to best effect ♪ Record the performance and compare it to a previous performance ♪ Discuss and talk musically about it - "What went well?" and "It would have been even better if...?" ♪ Perform a piece of music on the recorder to a larger audience

	♪ Know and talk about- a performance can be a special occasion and involve an audience including of people you don't know ♪ Know that it is planned and different for each occasion ♪ Know that a performance involves communicating ideas, thoughts and feelings about the song/music	
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