

<p>Duration (Pulse and Rhythm)</p> <ul style="list-style-type: none"> To be able to maintain a complex rhythmic pattern (vocally or on an instrument) – Watch Hand Clap Skit – The Original – You Tube Perform whilst reading rhythmic notation – Include rests / repeat signs etc. Improvise rhythmic phrases Match metre of recorded music 3/4 4/4/ Queen We Will Rock You – We Will Rock You, PTO basketball performance 	<p>Pitch</p> <ul style="list-style-type: none"> To be able to maintain a complex melody vocally or on an instrument – Cheranga, Pop UK & Out of the Ark resources available in Peel Hall. To explore chords and chord sequences – Virtual Key Boards Listen to opening of Beethoven’s 5th Symphony. Debussy – The Sunken Cathedral Virtual Keyboard work Play an accompaniment – on glockenspiels / tuned percussion
<p>Dynamics</p> <ul style="list-style-type: none"> To confidently and appropriately make use of dynamics when composing and performing Listen to Holst the planets and discuss how different dynamics create different moods. 	<p>Tempo</p> <ul style="list-style-type: none"> To confidently and appropriately make use of tempi when composing and performing
<p>Texture</p> <ul style="list-style-type: none"> Combine several layers of sound with awareness of the combined effect – Link to graphic Scores work as a simple way of recording to ensure it is repeatable. 	<p>Timbre</p> <ul style="list-style-type: none"> To confidently and appropriately make use of different timbres when composing and performing
<p>Structure</p> <ul style="list-style-type: none"> To compose and perform using a range of structures and identify these aurally AB ABA ABACA 	<p>Performing</p> <ul style="list-style-type: none"> Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing
<p>Composing and Arranging</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Year 5 Holst the Planets Introduced to Chromatic 12 note scale for composition work Arnold Schoneburg
<p>Technology</p> <ul style="list-style-type: none"> To be able to combine, compose and arrange layers of sound using Music Technology software (e.g. Garage Band) – Virtual Keyboards 	<p>Vocal Skills</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style
<p>Notation</p> <ul style="list-style-type: none"> To be able to follow a notated melody line as an aid to vocal performance To read notation in order to perform a melodic line on a pitched percussion 	

