

<p>Duration (Pulse and Rhythm)</p> <ul style="list-style-type: none"> To be able to maintain ostinati vocally or on an instrument in a polyphonic texture. Watch and learn – 5th Grade Music – Eye of the Tiger - Windom Elementary Perform and compose using rhythmic notation – Twinkle Pentatonic Scales Improvise rhythmic phrases whilst others play accompaniment Charanga – Happy Match metre of recorded music 3/4 4/4/ 6/8 which is the Sam as 2/4 (Waltz/Cha Cha, march) 	<p>Pitch</p> <ul style="list-style-type: none"> To be able to maintain a complex melodic part in a 2-part texture introduce the concept through Row Row Row Your Boat and build to more complex songs. To explore scales, chords and chord sequences Play an accompaniment Create harmony by adding notes in parallel to a tune Create melodic ostinato Twinkl
<p>Dynamics</p> <ul style="list-style-type: none"> To refine the use of dynamics in their own work To be able to describe the use of dynamics in others' work and suggest refinements 	<p>Tempo</p> <ul style="list-style-type: none"> To refine the use of tempi in their own work To be able to describe the use of tempi in others' work and suggest refinements STOMP – sticks (Performance for press only)
<p>Texture</p> <ul style="list-style-type: none"> Combine several layers of sound with awareness of the combined effect and be able to maintain a part within a polyphonic texture See Eye of the Tiger (You Tube – with basket balls) 	<p>Timbre</p> <ul style="list-style-type: none"> To accurately name common individual instruments when listening to a piece of music To refine the use of timbres in their own work To be able to describe the use of timbres in others' work and suggest refinements
<p>Structure</p> <ul style="list-style-type: none"> To compose by developing and organising ideas within musical structures 	<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 confidently with instruments from a range of given and chosen stimuli (blues scale) Create Soundscapes (link with Impressionist painters) and Romantic Composers. 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Suggest improvements to their own and others' work, comment on how intentions have been achieved To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To describe, compare and evaluate different kinds of music using appropriate vocabulary Y6 fantasia Sorcerer's Apprentice – Paul Dukas & Key Works (Preludes) by C Debussy
<p>Technology</p> <ul style="list-style-type: none"> To be able to edit and manipulate sounds, compose and arrange using Music Technology software (e.g. Garage Band) 	<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. Charanga – Garage Band Unit of work
<p>Notation</p> <ul style="list-style-type: none"> To develop use of notation with increasing confidence 	