

National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- Improvise and compose music using the inter-related dimensions of music separately and in combination
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand the basics of staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- Develop and understanding of the history of music.

Knowledge, Skills and Understanding breakdown for Music

Year 5

Performing	Composing (incl notation)	Appraising
<p>Do they breathe in the correct place when singing?</p> <p>Can they sing and use their understanding of meaning to add expression?</p> <p>Can they maintain their part whilst others are performing their part?</p> <p>Can they perform 'by ear' and from simple notations?</p> <p>Can they improvise within a group using melodic and rhythmic phrases?</p> <p>Can they recognise and use basic structural forms eg. Rounds, variations, rondo form?</p>	<p>Can they change sounds or organise them differently to change the effect?</p> <p>Can they compose music which meets specific criteria?</p> <p>Can they use their notations to record groups of pitches (chords)?</p> <p>Can they use a music diary to record aspects of the composition process?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p>	<p>Can they describe, compare and evaluate music using musical vocabulary?</p> <p>Can they explain why they think their music is successful or unsuccessful?</p> <p>Can they suggest improvements to their own or others work?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p> <p>Can they contrast the work of famous composers and show preferences?</p>

Year 5 (Challenging)

<p>Can they use pitches simultaneously to produce harmony by building up simple chords?</p> <p>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</p>	<p>Do they understand the relation between pulse and syncopated patterns?</p> <p>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>	<p>Can they explain how tempo changes the character of music?</p> <p>Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>
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