









## Key Areas of Learning

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Ride if The Valkyries By Richard Wagner</p> <p>Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, recognising and describing how the interrelated dimensions of music are used for intended effects</p> <p>Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.</p> <p>Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.</p> <p>Recognise and understand symbols for</p> <p style="text-align: center;"> Crotchet</p> <p style="text-align: center;"> Quavers</p> <p>Crotchet rest <b>Z</b></p> <p>Minim </p> <p>Semibreve (4 beats) </p>	<p>Rock – Living on a Prayer</p> <p>Sing in tune with accuracy and confidence, maintaining a wider pitch range, correct posture and clear diction.</p> <p>Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with developing control.</p> <p>Combine, manipulate and refine musical sounds using appropriate technology</p> <p>Experience three-line staff pitch notation</p>	<p>Symphony Number 1 in E Minor</p> <p>Recognise the sounds of some individual instruments from different instrumental families</p> <p>Begin to recognise the characteristics of different styles of music and place them within a historical timeline.</p> <p>Maintain an independent part in a group with fluency and expression, showing awareness of other performers.</p> <p>Compose music using a range of devices (e.g., ostinato, chord patterns, call and response, drone, repetition).</p> <p>Make improvements to own work, explaining reasons for changes using musical vocabulary.</p>	<p>Hip Hop – Fresh Prince of Bel Air</p> <p>Sing expressively, showing an awareness of style, demonstrating the ability to control tempo and dynamics appropriately</p> <p>Aurally identify rhythm patterns using</p> <p style="text-align: center;"> walk/ta</p> <p style="text-align: center;"> jogging/te-te</p> <p>stride (2 beat)</p> <p>one-beat rests <b>Z</b> or </p> <p> wade (4 beats)</p>	<p>Mowtown – Dancing in the street</p> <p>Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.</p> <p>Confidently control changes in dynamics and tempo when playing alone and with others</p>	<p>Pop Ballard – Make You Feel My Love</p> <p>Maintain an independent part with increasing control (repeated pattern, melody, drone, echo, harmony).</p> <p>Play in solo and ensemble contexts with fluency and expression</p> <p>Perform expressively to an audience demonstrating an awareness of place and occasion.</p>

