

Music Curriculum Years 5 and 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phase 1	<p>Starting and stopping. Pitch – identify steps, leaps and repeated notes. Listen to music and identify changes in pitch. Following notes on a staff to show change in pitch. Sing part songs with confidence. Represent sounds on a graphic score with symbols</p>	<p>Duration – understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Compose soundscapes. Listen to music and evaluate. Read and play at least 5 notes on an instrument.</p>	<p>Dynamics – understand how a wider range of dynamics can be used for expressive effect. Listen to and evaluate music. Sing part songs and canons, with expression. Compose four bars of music using up to 5 notes.</p>	<p>Tempo – understand how a wider range of tempi can be used for expressive effect. Maintain part within a group in both instrumental and vocal performance. Listen to music and compare genre. Staff notation.</p>	<p>Timbre – discuss the quality of ‘voice’ of vocal and instrumental pieces. Develop an understanding of convention musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</p>	<p>Texture – begin to understand different types of harmony. Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>
Phase 2	<p>Pitch – identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms. Use score and notation to represent music.</p>	<p>Duration – recognise and use a syncopated rhythm. Improvise with confidence and an awareness of rhythm, context and purpose. Listen to and evaluate music. Staff notation and note values.</p>	<p>Dynamics – understand how a wider range of dynamics can be used for expressive effect. Sing part songs and canons, with expression. Compose four bars of music using up to 5 notes. Listen to and evaluate music.</p>	<p>Tempo – understand how a wider range of tempi can be used for expressive effect. Listen to a range of different genres e.g. jazz, classical, blues and compare styles. Compose using staff notation and conductor. Discuss ways to improve the composition of others using musical dimensions as a guide.</p>	<p>Timbre – identify families of instruments and ensemble combinations (samba, choir) Develop an understanding of convention musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).</p>	<p>Texture – begin to understand different types of harmony. Staff notation: recognise notes on the staff and note values of semiquaver, quaver, crotchet, minim and semibreve.</p>