

Music Year 5	
Performing	• Sing and use their understanding of meaning to add expression • Perform 'by ear' and from simple notations • Improvise within a group, using melodic and rhythmic phrases • Recognise and use basic structural forms eg rounds/variations/rondo form • Maintain their part whilst others are performing their part
Composing	• Use technology to change sounds or organise them differently to change their effect • Choose the most appropriate tempo for a piece of music
Appraising	• Describe, compare and evaluate music, using musical notation • Suggest improvements to their own or other's work • Choose the most appropriate tempo for a piece of music • Identify and begin to evaluate the features within different pieces of music, including different genres and different historical pieces of music • Compare and contrast the work of established composers and show preferences
Musical terms related to topic (Key vocabulary)	Related Vocabulary
Greater Depth:	• Use pitches simultaneously to produce harmony by building up simple chords • Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song • Understand the relation between pulse and syncopated patterns • Identify and use how patterns of repetitions, contrast and variations can be organised to give structure to a melody, rhythm, dynamic and timbre • Explain how tempo changes the character of music • Identify where a gradual change in dynamics has helped to shape a phrase of music
Topic/Novel Link:	

Defined End Point
- Use a range of appropriate musical terms to compare and evaluate music (prominent composers and class compositions) and read, write and perform (including by ear) creating harmonies by building simple chords.

