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|  | ***Music Year Five – Acting as a Musician. Singing, playing and Performing. C:\Users\a.kay\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8FSU0WPK\Music[1].jpg*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Sing within an appropriate vocal range with clear diction, accurate tuning, control of  breathing and communicating an awareness of style. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered  ensemble piece. |
| Rhythm | Combinations of long and short sounds that convey movement. | Maintain a strong sense of pulse and recognise when going out of time. |
| Unison | Everyone performs together. | Confidently and appropriately make use of dynamics and tempo when performing,  following physical signals and written symbols (pp p mp mf f ff < > accelerando  rallentando.) |
| Crescendo | Getting louder. | Play and perform in solo and ensemble contexts, playing and singing with increasing  accuracy, fluency, control and expression. |
| Diminuendo | Getting quieter. | Conform to the etiquette of performance situations as a musician and as an audience  member. |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. | Explore crescendo( getting louder) and diminuendo ( getting quieter) vocally and instrumentally. |
| Quiet | Make little noise | Explore accelerando ( getting faster) and Rallentando ( getting slower) vocally and instrumentally. |
|  |  | To sing in unison and sing call and response songs. |
|  |  | Respond to simple visual clues e.g stop, go ,loud, quiet. |
|  |  | Begin to use the thinking voice. |

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|  | ***Music Year Five – Thinking as a Musician - Transcribing*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and  crotchet rests. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Follow notated rhythms and melody lines as an aid to performance. |
| Rhythm | Combinations of long and short sounds that convey movement. | Identify different metres (2 3 4) with increasing confidence. |
| Unison | Everyone performs together. | Combine layers of sound using Music Technology software e.g. Garage Band, Audacity. |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |
| Symbol | A picture that can represent a sound. |  |
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|  | ***Music Year Five – Acting as a Musician. Exploring and Composing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Improvise and compose music for a range of purposes, confidently and appropriately  using the inter-related dimensions of music to create specific effects, moods,  atmospheres and ideas. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Improvise and compose rhythmic patterns and melodic patterns within given parameters  e.g; structures, using particular notes. |
| Rhythm | Combinations of long and short sounds that convey movement. | Improvise and compose rhythmic patterns and melodic patterns within given parameters  e.g; structures, using particular notes. |
| Unison | Everyone performs together. |  |
| Crescendo | Getting louder. |  |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. |  |
| Quiet | Make little noise |  |
| Dimensions | The variation in loudness between notes or phrases. |  |

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|  | ***Music Year Five – Thinking as a Musician. Describing.*** | |
| **Key vocabulary** | **Explanation/ definition** | **Key skills and knowledge** |
| Pitch | How high or low a sound is. | Listen with attention to detail and recall sounds with increasing aural memory. |
| Pulse | The underlying steady beat of music. (This is what we may tap our foot or clap along with.) | Understand, recognise and describe how the inter-related dimensions of music can be  used to create different moods and effects using appropriate musical vocabulary. |
| Rhythm | Combinations of long and short sounds that convey movement. | Recognise and name a growing number of individual instruments within instrumental  families. |
| Unison | Everyone performs together. | Appreciate and understand a wide range of high-quality live and recorded music drawn  from different traditions and from great composers and musicians. |
| Crescendo | Getting louder. | Begin to relate music across time to other factors such as world events and to develop a  basic idea of a musical timeline. |
| Diminuendo | Getting quieter. |  |
| Accelerando | Getting faster. |  |
| Rallentando | Getting slower. |
| Stop | Come to an end. |
| Go | Start |
| Loud | Producing much noise. | Explore crescendo( getting louder) and diminuendo ( getting quieter) vocally and instrumentally. |
| Quiet | Make little noise | Explore accelerando ( getting faster) and Rallentando ( getting slower) vocally and instrumentally. |
| Dynamics | The variation in loudness between notes or phrases. | To sing in unison and sing call and response songs. |
| Tempo | The speed of the music | Respond to simple visual clues e.g stop, go ,loud, quiet. |
| Timbre | The particular tone that distinguishes a sound or a combination of sounds. | Begin to use the thinking voice. |