

MUSIC

Year 5 - Typical Expectations for each level

<p>I can sing confidently, in tune with awareness of others.</p> <p>I can sing songs in parts, including rounds and 3 part harmonies.</p> <p>I can play, read and write rhythms with accuracy, including, quavers, semiquavers and some dotted or syncopated rhythms.</p> <p>I can improvise and perform rhythms in time, and can read and write rhythm patterns.</p> <p>I can record my ideas using graphic scores and can accurately read and write music on the staff.</p> <p>I can appraise and discuss music using a range of musical vocabulary.</p> <p>I can classify a range of instruments and describe orchestral families.</p> <p>I can use individual and layered body percussion, vocal and instrumental sounds to effectively express emotions and action.</p> <p>I can use a range of musical vocabulary to accurately explain how music can describe moods stimulated by pictures and action.</p> <p>I can interpret and design graphic scores for multiple parts.</p> <p>I can recognise, describe and compare different types of vocal music (rap, beat boxing, performance poetry, songs, rounds) and compose appropriate lyrics.</p> <p>I can compose effective and multiple vocal and rhythmic accompaniments to songs/poems/raps and perform them, keeping in time with other performers.</p>	1a
<p>I can sing in tune with awareness of others.</p> <p>I can sing songs in parts, including rounds and simple harmonies.</p> <p>I can perform rhythms in time, and can improvise, read and write rhythm patterns.</p> <p>I can record my ideas using graphic scores and can read and write notes on the staff.</p> <p>I can appraise and discuss music using musical vocabulary.</p> <p>I can accurately read and play rhythms within a steady beat and with awareness of what others are playing</p> <p>I can read and write 4 beat rhythms (including crotchet, quaver, minim, semiquavers and rests).</p> <p>I can read and write some notes on the staff.</p> <p>I can recognise and perform aspects of African drumming including rhythmic ostinatos, polyrhythms, call and response, cues.</p> <p>I can play and compose with awareness of other parts and compose accompaniments to songs</p> <p>I can sing and play a range of rounds.</p> <p>I can recognise, name and use different structures and can read and create graphic scores representing different structures.</p> <p>I can classify instruments and identify orchestral families.</p> <p>I can use BP, vocal and instrumental sounds to express emotions and action.</p> <p>I can use musical vocabulary to explain how music can describe moods stimulated by pictures and action.</p> <p>I can recognise and describe different types of vocal music (rap, beat boxing, performance poetry, songs, rounds) and compose appropriate lyrics.</p> <p>I can compose vocal and rhythmic accompaniments to songs/poems/raps and perform them, keeping in time with other performers.</p>	1b
<p>I can sing a range of songs, following the shape of the melody.</p> <p>I can join in with songs in parts, including rounds and some simple harmonies.</p> <p>I can perform and improvise simple rhythms in time, and read and write rhythm patterns using ta, taa and rests.</p> <p>I can record my ideas using simple graphic scores and can identify some notes on the staff.</p> <p>I can classify and identify instruments and instrumental families.</p> <p>I can use Body Percussion, vocal and instrumental sounds to express emotions and action.</p> <p>I can use some musical vocabulary to explain how music can describe moods stimulated by pictures and action.</p> <p>I can recognise different types of vocal music (rap, beat boxing, rhyming couplets, performance poetry, songs, rounds) and can compose lyrics.</p>	1c

I can compose simple vocal and rhythmic accompaniments to songs/poems/raps and perform them as part of a group.

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