

Year 5

Musical Elements



Pulse/Beat/Metre	<p>Recognise and move in time with the changing speed of a steady beat.</p> <p>Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>
Rhythm	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none">• Minims, dotted crotchets, crotchets, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none">• 6/8 rhythm patterns• Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>
Pitch (Melody)	<p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p> <p>Learn to sing and follow a melody by ear and from notation.</p> <p>Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation.</p> <p>Identify the names of the pitched notes on a staff: C, D, E, E ♭, F♯, G, A, B, B ♭, C, C♯, D</p> <p>Identify the following scales by ear or from notation: C major F major D minor G major E ♭ major C minor</p> <p>Copy simple melodies by ear or from reading notation.</p> <p>Create melodies by ear and notate them.</p> <p>Add new chords II and VI from a given tonality.</p> <p>Identify tone by ear or from notation.</p> <p>Identify intervals 3rd, 5th and 7th.</p> <p>Identify the tonal centres of: C major and C minor F major D minor and D major E ♭ major</p> <p>Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale</p>
Tempo	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p>
Dynamics	<p>Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p>

Timbre

Recognise the following ensembles:

- Gospel choir and soloist
- Rock band
- Symphony orchestra
- A Cappella group

Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.

Recognise the difference between the sound of male and female voices.

Recognise tone colour and rapping.

Texture

Identify solos and instrumental breaks in songs and music.

Talk about solo voices, backing vocals and different vocal textures.

Identify changes in texture.

Talk about the different textures created by intervals and chords.

Structure (Form)

Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.