

	Year 5	Year 6
Ensemble & Social Skills	<ul style="list-style-type: none"> • Learn to lead, as well as follow a peer, with added responsibility for musical outcome (eg. set and maintain a pulse) • Develop basic conducting patterns and demonstrate ability to use starting cues, cut-offs and hold gestures • Maintain pulse and rhythm when performing up to 4 separate parts in a round, including drone and ostinato • Begin to maintain pulse whilst accompanying song repertoire in compound metre 	<ul style="list-style-type: none"> • Perform polyphonic music with up to 4 independent parts • Develop self-reflective practice skills to improve ensemble performance (including technique and expression) • Consistently maintain pulse whilst accompanying song repertoire in compound metre
Creative Skills	<ul style="list-style-type: none"> • Use appropriate musical vocabulary to express their creative responses • Compose and perform in conjunction with a stimulus (i.e a silent movie, or piece of artwork) • Participate in an improvised call and response using notes from a known major scale • Demonstrate improvisation in a known major scale • Create an appropriate ostinato for improvisation 	<ul style="list-style-type: none"> • Devise and perform a short piece in a given key, style or structure • Devise and perform in two parts (one part can be for IH tutor) • Experiment with being the catalyst in an improvisation (introduce a new idea to change a direction of a group improvisation) • Encourage students to select and maintain their own parameters for an improvisation • Consciously consider the variety of instrumental sounds (including silence) and select these in an appropriate artistic context during the improvisation and composition process
Critical Listening	<ul style="list-style-type: none"> • Demonstrate ability to identify repeating patterns in music through listening. • Develop ability to hear a simple bassline and identify the notes, translating to their instruments where appropriate • Develop ability to dictate, or translate to their instrument where appropriate, short melodies • Develop ability to recognise and identify multiple parts, from melody, bass and harmony parts whilst listening to music. 	<ul style="list-style-type: none"> • Develop ability to dictate, or translate to their instruments where appropriate, short melodies with increased complexity • Demonstrate ability to listen to a piece of music, identify different sections and describe the structure • Demonstrate ability to hear when a piece of music changes key (major to major, or major to minor)

Instrument Technique	<p>Continuing Violin, Viola or Cello;</p> <ul style="list-style-type: none"> • Demonstrate one or more of Scales 1 for chosen instrument, ascending and descending using single notes • Perform repertoire in one or more of the keys from Scales 1 of increasing complexity (non-consecutive notes, string crossings, added articulations) • Prepare low 2nd finger/2nd finger (starting on D string) for F natural • Explore low 2nd/2nd finger on other strings • Explore Scales 2 for chosen instrument: VLN C major/G major 2 8ve/A&E Natural minor. VLA&VC F major/C major 2 8ve/D&A Natural minor • Practice playing dotted rhythms on chosen instrument • Develop more conscious choice in using different parts of the bow for different effects and sounds • Develop further understanding of bow control, exploring longer sounds with conscious bow speed management • Prepare/Present slurring 2 notes • Recognise dynamic instructions and respond to them when playing or singing <p>Beginning Trumpet, French Horn or Trombone:</p> <ul style="list-style-type: none"> • Effectively construct and identify key parts of the instrument • Develop and consistently maintain correct instrument hold for new brass instrument • Understand how posture affects sound • Explore effective and appropriate breathing (when to breathe and quality of air stream) • Produce and sustain notes with an appropriate embouchure • Produce and sustain notes with appropriate support (engaged core/diaphragm) • Explore and develop tongue movements in relation to starting and stopping notes • Explore dynamic ranges while maintaining good core sound • Explore and develop ranges (Trumpet [G, F, E, D, C] French Horn [C, Bb, A, G, F] Trombone [F, Eb, D, C, Bb]) 	<p>Continuing Violin, Viola or Cello;</p> <ul style="list-style-type: none"> • Demonstrate all of Scales 1 for chosen instrument, ascending and descending using single notes • Perform repertoire in all of the Scales 1 keys of increasing complexity (Non consecutive notes, string crossings, added articulations, more complex rhythms, slurs) • Demonstrate one or more of Scales 2 for chosen instrument • Explore Repertoire in one or more keys from Scales 2 • Develop bow control to allow for slurring 3 and 4 notes • Further develop staccato bowing • Explore spiccato <p>Continuing Trumpet, French Horn and Trombone:</p> <ul style="list-style-type: none"> • Develop dynamic ranges while maintaining good core sound • Develop effective and appropriate breathing (sustained and well crafted phrases) • Consistently use effective tongue movements • Develop tongue speed and finger synchronisation • slurring while maintaining good core support and quality air stream • Explore and develop effective use of embouchure to increase range • Develop ranges to a full octave, building on Y5 (Trumpet [A, B, C] French Horn [D, E, F] Trombone [G, A, Bb])
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Vocal/ Choral Technique	<ul style="list-style-type: none"> • Develop a usable and healthy singing range of approximately A3 to Eb • Consciously utilise healthy breathing technique, exploring breath control within a variety of musical contexts • Develop a healthy singing tone and quality production as individual singers and as a choir • Develop a conscious control of gradual dynamics as a group within a given piece (crescendos and diminuendos) • Explore different dynamics (mainly pp, p, f, ff) in the five main singing vowels over a sustained sound • Develop awareness of vowel unification within the choral repertoire • Explore the ability to maintain short passages of 2-part harmony and further complex rounds of 3 parts • Develop sight-singing music phrases as a group using known sol-fa (extending the range beyond an octave) • Develop the ability to hold a score while singing in a healthy way 	<ul style="list-style-type: none"> • Develop a usable and healthy singing range of approximately A3 - F (*Some boys may have their voice changed by Y6) • Demonstrate control of various dynamics in a piece of music • Develop the articulation for increasingly complex rhythms and words, including consonants and vowels from different languages • Further explore different vocal sounds and vocal effects according to the style and/or story of the song • Develop the ability to maintain short passages of 3-part harmony and further complex rounds of 4 parts or more • Develop a general understanding of the singing voice across different styles of singing (opera, gospel, choir, pop...)
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Pitch	<ul style="list-style-type: none"> • Practise using the Scale Generator to explore a wider selection of major and minor keys on chosen instrument and in vocal repertoire • Develop skills to correctly pitch and sing sol-fa notes in a wider variety of steps, skips and jumps and use this to inform playing such patterns on chosen instrument 	<ul style="list-style-type: none"> • Practise major and natural minor diatonic scales (reading, writing, dictating, composing and improvising) • Experience chromatic pitch through listening, sung repertoire and, where appropriate, on chosen instrument • Experience alternative minor scales through listening, sung repertoire and, where appropriate, on chosen instrument
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Pulse & Rhythm	<ul style="list-style-type: none"> • Develop ability to name known rhythms with musical terms (crotchet, quaver, minim, semi-quaver) • Practise tai-ti through reading, writing and dictating sung, spoken and played rhythms • Present compound metre in 6.8, 9.8 and 12.8 (link to simple metre 2, 3 and 4) • Prepare tim-ka and ka-tim (dotted quaver and semi-quaver) • Prepare Tri-o-la 	<ul style="list-style-type: none"> • Present tim-ka and ka-tim • Practise tim-ka and ka-tim through reading, writing and playing sung, spoken and played rhythms • Present tri-o-la • Consistently identify crotchet, quaver, minim and semi-quaver by musical terms • Develop ability to name further known rhythms with musical terms (dotted, triplet) • Practise tri-o-la through reading, writing and playing sung, spoken and played rhythms
Notation	<ul style="list-style-type: none"> • Accurately identify tai-ti • Accurately identify pitches within one or more keys from Scales 1 • Explore notation for low 2nd/2nd finger notes • Present Flat and Natural symbols • Explore note reading in one or more keys from 'Scales 2' • Explore notation for compound metre • Recognise notation for slur (two notes) <p>Continuing Trumpet, French Horn, Trombone:</p> <ul style="list-style-type: none"> • Identify appropriate clefs and develop reading notes in the clef related to their instrument • Relate solfa notes to written pitches • Prepare reading of three to five note pieces • Explore sight-reading short repeated rhythm melodies • Transfer and develop previously learnt rhythm knowledge to new instruments 	<ul style="list-style-type: none"> • Accurately identify pitches within all keys in Scales 1 • Accurately identify tim-ka and ka-tim • Recognise pitches within one or more keys from 'Scales 2' • Accurately identify notation for slurring up to 4 notes • Accurately identify tri-o-la • Recognise notation for compound metre in 6/8, 9/8 and 12/8 • Recognise a wide range of dynamic and articulation instructions • Recognise a range of key signatures by counting 4 sharps or up to 2 flats to define do • Explore notation of an accidental in chromatic music <p>Continuing Trumpet, French Horn, Trombone:</p> <ul style="list-style-type: none"> • Prepare and practise reading four to six note piece • Explore sight-reading short pieces with multiple rhythms

Musical Experience & Language	<ul style="list-style-type: none">• Demonstrate understanding of minor keys and make use of descriptive language to express differences between major and minor when listening to music• Explore the concept of phrase length and demonstrate the ability to identify phrases in music, playing or listening• Use descriptive language to recognise dynamic changes and specific articulations in music, and make connections to the character of the piece in question• Recognise AB/ABA structure when learning music• Experience music from different periods of music history, and use appropriate language to describe the music and the context• Continue with String Orchestra or start in Brass Ensemble• Perform in larger concerts with combined Strings and Brass Ensembles• Opportunities to participate in Vocal and Instrumental after school club	<ul style="list-style-type: none">• Use descriptive language to show understanding of how choices made by the performer (dynamics, articulations, different parts of the bow) affect a performance• recognise and express structure when learning or listening to music, using AB/ABA when appropriate, or other descriptive language• Recognise the same piece of music played in different styles, and articulate the key changes with appropriate musical language• Continue with String Orchestra or Brass Ensemble• Opportunities to participate in Vocal and Instrumental after school club
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Vocabulary	<p>Melody Bass-line Drone Flat Crotchet Quaver Minim Slur Simple Time Compound Time Dynamics - 'mezzo'</p>	<p>Dotted Triplet Ritardando Rallentando Dynamics - 'issimo' Chromatic Accidental</p>