

**Music Milestone Year 5**

**(Linked to Music Express)**

|  | Basic: | Expected: | Deep: |
|--|--------|-----------|-------|
| <b>Singing</b>   |        |           |       |
| Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1).                                |        |           |       |
| Develop techniques of performing rap using texture and rhythm (Unit 2).  |        |           |       |
| Sing and play scales and chromatic melodies accurately (Unit 4).   |        |           |       |
| Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5).   |        |           |       |
| Sing a song in unison and three-part harmony (Unit 6).   |        |           |       |
| Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6).  |        |           |       |
| <b>Playing instruments</b>   |        |           |       |
| Read a melody in staff notation (Unit 3).  |        |           |       |
| Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5).                         |        |           |       |
| Perform music together in synchronisation with a short movie (Unit 5).   |        |           |       |
| Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6).  |        |           |       |
| Control short, loud sounds on a variety of instruments (Unit 6).   |        |           |       |
| <b>Improvising/Exploring</b>   |        |           |       |
| Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1).  |        |           |       |
| Learn about jazz scat singing and devise scat sounds (Unit 1).   |        |           |       |
| Play and improvise using the whole tone scale (Unit 2).  |        |           |       |
| Create musical effects using contrasting pitch (Unit 3).   |        |           |       |
| Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities (Unit 5).                         |        |           |       |
| Learn about and explore techniques used in movie soundtracks (Unit 5).   |        |           |       |
| <b>Composing</b>   |        |           |       |
| Develop a structure for a vocal piece and create graphic scores (Unit 3).  |        |           |       |
| Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3). |        |           |       |
| Use the musical dimensions to create and perform music for a movie (Unit 5).   |        |           |       |
| Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5).   |        |           |       |
| Create sounds for a movie, following a timesheet (Unit 5).   |        |           |       |
| <b>Listening</b>   |        |           |       |
| Hear and understand the features of the whole tone scale (Unit 2).   |        |           |       |
| Listen to and learn about modern classical/avant garde music (20th century) (Unit 2).  |        |           |       |
| Learn about the music of an early Baroque opera (Unit 3).  |        |           |       |

|  | Basic: | Expected: | Deep: |
|--|--------|-----------|-------|
| Demonstrate understanding of the effect of music in movies (Unit 5).   |        |           |       |
| Listen to and learn about Renaissance instruments (Unit 11).   |        |           |       |
| <b>Appraising</b>  |        |           |       |
| Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2).        |        |           |       |
| Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2).                      |        |           |       |
| Compare and contrast two pieces of 19th century Romantic music (Unit 3).                                       |        |           |       |
| Identify changes in tempo and their effects (Unit 5).  |        |           |       |
| Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5).             |        |           |       |
| Explore and analyse a song arrangement and its structure (Unit 6).   |        |           |       |
| Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6). |        |           |       |