

Mersey Park Primary School Music Long Term Overview – Year 5



Target Tracker Assessment Focus	Weaving Knowledge, Skills and Understanding
Performing	
<ul style="list-style-type: none"> • Improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?
Composing (including notation)	
<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets 	<ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
Appraising	
<ul style="list-style-type: none"> • Understand how pulse, rhythm and pitch work together • Develop an increasing understanding of the history and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences? <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Can they explain how tempo changes the character of music?

- Can they identify where a gradual change in dynamics has helped to shape a phrase of music?