



ESF Progression in Music / Knowledge - Year 5

	Year 5
Musicianship: Understanding Music	I can use body percussion, instruments and voices in the key centres of: C major, F major, D major, A minor in the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 with greater confidence
	I can find and keep a steady beat confidently
	I can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation
	I can copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CD
Listening: Responding/Analyse	I can talk about feelings created by a song with confidence
	I can justify a personal opinion with reference to musical concepts
	I can find and demonstrate the steady beat
	I can identify 2/4, 3/4, 6/8 and 5/4 metre
	I can identify the musical style of a song
	I can identify instruments by ear and through a range of media
	I can discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB
	I can explain a bridge passage and its position in a song
	I can recall by ear memorable phrases heard in the music
	I can identify major and minor tonality
	I can explain the role of a main theme in musical structure
	I know and understand what a musical introduction is and its purpose
	I can recognise the sound and notes of the pentatonic and blues scales by ear and from notation
	I can explain rapping
Singing	I can rehearse and learn songs from memory and/or with notation
	I can sing in 2/4, 3/4, 4/4 and 6/8 time
	I can sing in unison and as part of a smaller group
	I can sing 'on pitch' and 'in time'
	I can sing a second part in a song
	I can self-correct if lost or out of time
	I can sing expressively, with attention to breathing and phrasing
	I can sing expressively, with attention to dynamics and articulation
	I can develop confidence as a soloist
	I can talk about the different styles of singing used for different styles of song
	I can talk confidently about how connected you feel to the music and how it connects in the world
	I can respond to a leader or conductor
Notation	I can explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation
	I can understand standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A Bb C D E G A B C D E F# Ab Bb C Db Eb F G G# A Bb C D E F G A B C
	I can identify: Stave Treble clef Time signature
	I can read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers
	I can recognise how notes are grouped when notated
	I can identify the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.

Playing Instruments	I can rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A $\flat$ major, D minor
Playing the Recorder	I can rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A $\flat$ major, D minor by ear or from notation
Creating: Improvising	I can explore improvisation within a major scale using the notes C D E $\flat$ F G, C D E F G, C D E G A, F G A B $\flat$ C, D E F G A
Creating: Composing	I can create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C)
	I can create a simple melody using crotchets and minims: F G F G A F G A B $\flat$ F G A B $\flat$ C Start and ending on the note F (Pentatonic on F)
	I can create a simple melody using crotchets and minims: G A G A B G A B C G A B C D Start and ending on the note G (G major)
	I can create a simple melody using crotchets and minims: G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G)
	I can create a simple melody using crotchets and minims: D E D E F D E F G D E F G A Start and ending on the note D (D minor)
Performing	I can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience
	I can perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance
	I can explain why the song was chosen, including its composer and the historical and the cultural context of the song
	I can lead a part of the rehearsal and part of the performance Record the performance and compare it to a previous performance
	I can explain how well the performance communicated the mood of each piece
	I can discuss and talk musically about the strengths and weaknesses of a performance
	I can collect feedback from the audience and reflect how future performances might be different