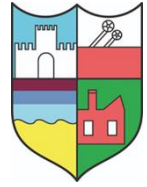


# Music

## Curriculum End Points

### Year Five

#### Topic: Composition Notation (Theme: Ancient Egypt)



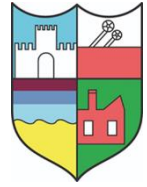
- Sing in time and in tune with other people and the backing track.
- Identify the structure of a piece of music and match this to non-standard notation.
- Improvise their own piece of music.
- Play a melody with reasonable accuracy.
- Perform with confidence and in time with others.
- Compose and play a melody using different forms of notation.

# Music

## Curriculum End Points

### Year Five

#### Topic: Composition Notation (Theme: Ancient Egypt)



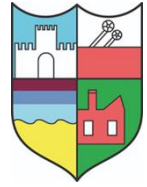
- Notation
- Stave
- Hieroglyphic
- Staff
- Minim
- Quaver
- Semibreve
- Crotchet
- Dotted

# Music

## Curriculum End Points

### Year Five

#### Topic: Blues



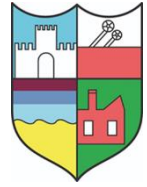
- Name three key features of blues music.
- Sing in tune, using vocal expression to convey meaning.
- Explain what a chord is and play the chord of C sixteen times.
- Play the 12-bar blues correctly.
- Play the notes of the blues scale in the correct order, ascending and descending.
- Play a selection of blues scale notes out of order in their own improvisation.

# Music

## Curriculum End Points

### Year Five

#### Topic: Blues



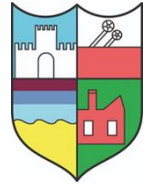
- Blues
- Blues scale
- Bar
- 12-bar blues
- Improvise
- Improvisation
- Bent note
- Ascending scale
- Descending scale

# Music

## Curriculum End Points

### Year Five

#### Topic: South and West Africa



- Sing using the correct pronunciation and with increasing confidence.
- Play a chord with two notes, remaining in time.
- Maintain their part in a performance with accuracy.
- Play the more complicated rhythms in time and with rests.
- Create an eight beat break and play this in the correct place.

# Music

## Curriculum End Points

### Year Five

#### Topic: South and West Africa



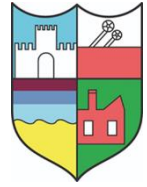
- Djembe
- Syncopation
- A capella
- 8-beat break
- Ostinato
- Polyrhythms
- Call and response
- Chord progression

# Music

## Curriculum End Points

### Year Five

#### Topic: Composition to represent the festival of colour (Theme: Holi Festival)



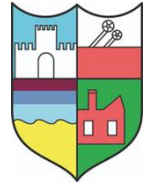
- Suggest a colour to match a piece of music.
- Create a graphic score and describe how this matches the general structure of a piece of music.
- Create a vocal composition in response to a picture and justify their choices using musical terms.
- Create a vocal composition in response to a colour.
- Record their compositions in written form.
- Work as a group to perform a piece of music.

# Music

## Curriculum End Points

### Year Five

#### Topic: Composition to represent the festival of colour (Theme: Holi Festival)



- Graphic score
- Layering
- Soundtrack
- Synesthesia
- Visual representation
- Vocal sounds