

Year 5 Assessment

Singing

Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.

Sing three-part rounds, partner songs, and songs with a verse and a chorus.

Perform a range of songs in school assemblies and in school performance opportunities.

Listening

Has a developing knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Will have listened and responded to:

Western Classical Tradition and Film

Title	Composer	Period
English Folk Song Suite ⁶	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
This Little Babe from <i>Ceremony of Carols</i>	Britten	20th Century
Jai Ho from <i>Slumdog Millionaire</i>	A.R. Rahman	21st Century
O Eucharisti	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
For the Beauty of the Earth	Rutter	20th Century
Night Ferry	Anna Clyne	21st Century

Popular Music

Style	Title	Artist(s)
90s Singer/Songwriter	Play Dead	Björk
80s Synth/Pop	Smalltown Boy	Bronski Beat
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country*	Tradition	Title	Artist/Composer
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band

Improvising:

Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape;

Experiment with using a wider range of dynamics, including loud (fortissimo), quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

Composing:

Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.

Working in pairs, compose a short ternary piece.

Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi

Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Capture and record creative ideas using any of:

- o graphic symbols
- o rhythm notation and time signatures
- o staff notation
- o technology.

Performing

Play melodies on tuned percussion, melodic instruments/keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.

Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.

Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.

Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation:

Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.