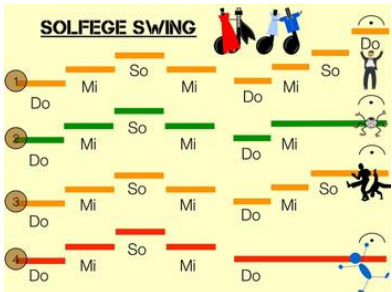
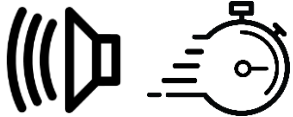





<b>Area: Performing</b>		<b>Year: 5</b>		<b>Subject: Music</b>	
<b>What should I already know?</b>		<b>How will I use this learning in the future?</b>		<b>What vocabulary should I learn?</b>	
<ul style="list-style-type: none"> <li>→ an ensemble means playing in part of a group</li> <li>→ a conductor controls the musicians and gives them instructions for how to play</li> <li>→ how and when to perform when there are two parts to a song</li> </ul>		<p>In Year 6, I will perform in sole ensemble contexts showing an awareness of audience and purpose. I will perform simple melodic and rhythmic parts in solo and ensemble contexts, with increasing accuracy, expression, fluency and control.</p>		<b>flat</b>	when the pitch is lower than it should be
				<b>meaning</b>	the mood or message to be conveyed in a piece of music
				<b>occasion</b>	the particular event or audience
				<b>placement</b>	the direction in which a singer intentionally directs their voice
<b>What should I be able to do by the end?</b>				<b>range</b>	the highest and lowest notes we are able to sing
<p><b>I can use my voice to perform in solos and ensemble contexts, with overall accuracy, control and expression, showing an awareness of occasion and meaning.</b></p> <ul style="list-style-type: none"> <li>→ I can consider the <b>placement</b> of my voice when performing.</li> <li>→ I can maintain correct <b>posture</b> when performing.</li> <li>→ I can use <b>diction</b> and <b>expression</b> to convey my message appropriately.</li> <li>→ I can use the full <b>vocal range</b> of notes and understand when a note is <b>sharp</b> or <b>flat</b>.</li> <li>→ I can use <b>vibrato</b> when performing.</li> <li>→ I can build up my <b>repertoire</b> of songs.</li> </ul>	<p><b>I can maintain my own part with awareness of how the different parts fit together.</b></p> <ul style="list-style-type: none"> <li>→ I can perform my 'part' whilst others are singing different parts, including where there are three or four different parts.</li> </ul>  <p><b>I can follow two simultaneous instructions from a conductor, e.g. louder and faster.</b></p> 	<p><b>I can play tuned and untuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy, expression and fluency.</b></p> <ul style="list-style-type: none"> <li>→ I can aurally memorise the sequence of notes to repeat and perform.</li> </ul>  <ul style="list-style-type: none"> <li>→ I can improve the fluency of my melodic and rhythmic parts by practising alone and as part of an ensemble.</li> </ul> <p><b>I can listen with increasing attention to detail and recall sounds with increasing aural memory.</b></p> <ul style="list-style-type: none"> <li>→ I can recall longer musical phrases over a longer period of time.</li> </ul>	<b>repertoire</b>	collection of songs that can be sung from memory	
			<b>sharp</b>	when the pitch is higher than it should be	
			<b>vibrato</b>	the fluctuation of pitch within a vocal tone	
			<b>What vocabulary do I already know?</b>		
			<b>diction</b>	articulation of the words so they are understandable to the listener	
			<b>harmony</b>	the combination of two simultaneous voices or musical notes to produce a pleasing effect	
			<b>motif</b>	a short repeated phrase within a piece of music	
			<b>phrasing</b>	the parts sung between each breath	
			<b>projection</b>	the volume with which a singer can produce sound	
			<b>riff</b>	a short repeated phrase within a piece of music	
<b>stamina</b>	the ability to keep going for longer				
<b>What should I know by the end?</b>					
<p>Oracy plays an important part in a musical performance. It is important to maintain your part whilst having an awareness of others and how this 'fits together'.</p> <p>Orchestras have their own parts but collectively perform a unified piece of music through the use of ostinatos and acute aural awareness.</p> 