Eden Academy Trust
'Working together to make a difference!'

Year 5/6 Music Objectives – Cycle A

Listening and Appraising			
• **To describe, compare and evaluate music using musical vocabulary.** • To explain why they think their music is successful and unsuccessful. • To suggest improvements to their own or others' work. • **To contrast the work of famous composers and show preferences** • To refine and improve their work. • To evaluate how the venue, occasion and purpose affects the way a piece of music is created. • **To compare and contrast music over different periods of time and traditions.**			
	Singing	Composing	Musicianship
Autumn Livin on a prayer	• **To breathe in the correct place when singing.** • To sing three-part rounds, partner songs and songs with a verse and a chorus. • **To perform a range of songs to an audience.**	• To improvise freely using tuned percussion and melodic instruments. • To experiment with a wider range of dynamics (fortissimo – pianissimo).	• To understand the differences between 2/4, 3/4 and 4/4 time signatures. • **To read and perform pitch notation within an octave.** • **To understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.** • To develop the skill of playing by ear through copying.
Spring Dancing in the Street	• To sing a broad range of songs that involve syncopated rhythms as part of a choir. • To sing a harmony part confidently and accurately. *Plus Autumn objectives	• To improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. • To use chord changes as part of an improvised sequence.	• To perform simple chordal accompaniments to familiar songs. • To read and play short rhythmic phrases at sight. • **To engage with others through ensemble playing (choir) with pupils taking on melody or accompaniment roles.**
Summer You've Got a Friend in Me	• **To take on a solo part.** * Plus Autumn and Spring objectives	• To create music with multiple sections that include repetition and contrast. • To extend improvised melodies beyond 8 beats over a fixed groove.	• **To develop the skills to read and perform pitch notation within an octave.** • To play a melody following staff notation. • To read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts.

Listening and Appraising objectives will be met across every unit.