



**St James C of E Primary School**  
**Year 5 - Music Learning Passport**  
**Opening doors to our future.**

Musical Elements	Key Knowledge	Key Skills
	<b>I know that:</b>	<b>I can:</b>
<b>Tempo</b>	Some music has a fast tempo (beat), some has a steady beat and some has a slow tempo. The tempo can change during a piece of music	Control the speed of a steady beat, moving from fast to slow and slow to fast Recognise the connection between the tempo and musical style
<b>Dynamics</b>	Some music is played loud and some is quiet. A change in dynamics can change the mood of the music	Play or sing loudly or quietly including crescendo (getting louder) and diminuendo (getting quieter).
<b>Pulse</b>	Music has a regular beat	Play in time with a steady beat Respond to the 'offbeat'
<b>Rhythm</b>	Music has a pattern made with long and short notes	Repeat a rhythmic pattern using body percussion Recall memorable rhythms in a song or piece of music
<b>Pitch</b>	Music has high and low notes	Repeat a melodic pattern using high, low and medium pitches.
<b>Timbre</b>	All instruments including voices have a certain sound quality.	Recognise the sound different ensembles make eg rock band, symphony orchestra, gospel choir Identify a wide variety of instruments by ear
<b>Texture</b>	Music has layers of sound that work together to make music interesting.	Identify when more than when one instrument or voice is playing. Talk about solos and backing voices Talk about the different textures created by intervals and chords
<b>Structure</b>	Music has a structure for example verse and chorus.	I can describe the structure of a piece of music Identify an instrumental break and its purpose in a song Recognise phrases and repeated sections in a song or piece of music

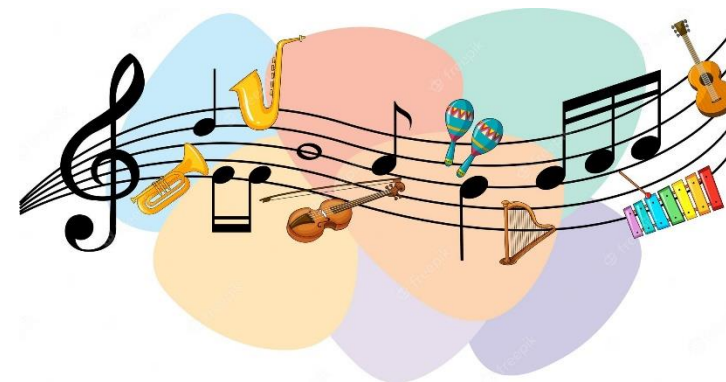
**Key Person:**

Quinn Mason  
 (b. 1996)  
 A composer and conductor based in Dallas, Texas. He currently serves as Artist in Residence of the Hartford Symphony Orchestra. He also recently served as the Detroit Symphony Orchestra's Classical Roots composer in residence for 2022 - the youngest composer appointed to that role.



**Key Vocabulary:**

Harmony, accompaniment, solo, unison, time signature, treble clef, scale.



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**Key Areas**

**Listening**

- Think about why a song or piece of music was written
- Identify the type of voice or instruments playing.
- Identify any change in texture
- Identify the tempo as fast, slow or steady and any changes throughout a piece of music
- Identify features of some styles of music.

**Singing**

- Show good singing posture.
- Sing in unison with pitching accuracy.
- Sing songs with dynamics.
- Sing expressively with attention to clear diction, breathing and phrasing.
- Talk about how the songs and their styles connect to the world

**Notation**

- Use symbols to represent high and low, long and short sounds.
- Recognise the stave of five lines, the treble clef and time signature and the sharp and flat sign on a piece of written music
- Read and respond to different length notes on a stave
- Read and perform pitch notation within a range of notes

**Key Areas**

**Playing Instruments**

- Rehearse and play a tune on a glockenspiel by ear or from notation
- Play a melody following staff notation

**Improvising & Composing**

- Explore improvising musical patterns using up to five notes on a glockenspiel or recorder. Include smooth (legato) and detached (staccato) articulation
- Compose a simple melody (tune) with up to five notes and write it down using note names or other notation as appropriate.
- Compose music in response to music and video stimulus

**Performing**

- Prepare and rehearse a song and a musical composition for performance.
- Perform a song for an audience to enjoy. Explain why the song was chosen, including its composer and the historical and cultural context
- Practise and perform simple melodies following staff notation.
- Reflect on a performance and how well it suited the occasion
- Consider how future performances could be different