



Knowledge and skills in music: Upper KS2.

Content	Year 5	Year 6
To sing and play musically with increasing confidence and control.	<p>Knowledge:</p> <ul style="list-style-type: none"> To know and confidently sing songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about its main features To talk about singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. <p>Skills:</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. 	<p>Knowledge:</p> <ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about its main features To talk about singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. <p>Skills:</p> <ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To sing songs in parts - rounds and harmonies. To sing a song in another language. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group.

	To sing with an awareness of being 'in tune'.	To sing with awareness of being 'in tune'
To play musical instruments with increasing accuracy, fluency, control and expression	<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols • The notes on the treble staff. • The instruments they might play or be played in a band or orchestra or by their friends <p>Skills: To play a musical instrument with the correct technique. To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions from a leader.</p>	<p>Knowledge: To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols • The notes on the treble staff. • The instruments they might play or be played in a band or orchestra or by their friends. <p>Skills: To play a musical instrument with the correct technique. To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part. To listen to and follow musical instructions from a leader. To lead a rehearsal session.</p>
To listen with attention to detail and recall sounds with increasing aural memory	<p>Knowledge: To know the style of the songs and to name other songs from the Units in those styles. To be able to talk about:</p> <ul style="list-style-type: none"> • the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about <p>Skills: To identify and move to the pulse with ease. To think about the message of songs. To use musical language with increasing confidence and accuracy in discussion.</p>	<p>Knowledge: To know the style of the songs and to name other songs from the Units in those styles.</p> <p>Skills: To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Use musical language confidently and accurately in discussion. To talk about the musical dimensions working together in the music.</p>

	<p>To talk about the musical dimensions working together in music.</p> <p>To talk about the music and how it makes you feel, listening carefully and respectfully to other people's thoughts about the music.</p> <p>To accurately sing the melody of these songs.</p> <p>To accurately copy back given rhythms.</p>	<p>Talk about the music and how it makes you feel, using correct musical language.</p> <p>To accurately sing the melody of these songs.</p> <p>To accurately copy back given rhythms.</p>
<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. <p>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>To know that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Skills:</p> <p>To improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>	<p>Knowledge:</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. <p>To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>To know that composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p> <p>To name a famous improvising musician.</p> <p>Skills:</p> <p>To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B.</p>

	<p>To improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B</p> <p>To create simple melodies using up to five different notes and simple rhythms that work together musically.</p> <p>To listen to and reflect upon the developing composition and make musical decisions.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>To use notation to recognise the connection between sound and symbol.</p>	<p>To compose simple melodies using up to five different notes and simple rhythms that work musically.</p> <p>To explain the keynote or home note and the structure of the melody.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p>To use notation to recognise the connection between sound and symbol.</p>
<p>To use and understand staff and other musical notations</p>	<p>Knowledge:</p> <p>To be aware of how to read chord diagrams.</p> <p>To begin to read TAB notation.</p> <p>Skills:</p> <p>To play the chords C, F, G7, Am and D7 on the ukulele.</p> <p>To strum downwards on the beat.</p> <p>To interpret chord diagrams.</p> <p>To sing and play along to a song.</p>	<p>Knowledge:</p> <p>To know and be able to talk about staff notation.</p> <p>To know how the notes C, D, E, F, G, A, B + C on the treble stave.</p> <p>To know that silence in music is represented by rests.</p> <p>To be aware of how to read chord diagrams.</p> <p>To begin to read TAB notation.</p> <p>Skills:</p> <p>To play the notes B, A, G, D and E on the recorder by reading the musical notation.</p> <p>To play notes C, D, E, F, G, on the chime bars by reading the musical notation.</p> <p>To recognise crotchets, minims, quavers, semibreves and crotchet rests.</p> <p>To play the chords C, F, G7, Am, G and D7 on the ukulele.</p> <p>To strum downwards on the beat.</p> <p>To interpret chord diagrams.</p> <p>To sing and play along to a song.</p>

<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Knowledge:</p> <p>To talk about any musical dimensions featured in the music and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</p> <p>To name some of the instruments they heard.</p> <p>Skills:</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p>	<p>Knowledge:</p> <p>To know and be able to talk about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>To know how to keep the internal pulse.</p> <p>To identify the main sections of the songs (intro, verse, chorus, bridge).</p> <p>To name some of the instruments used in the music.</p> <p>Skills:</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To choose three or four pieces of music and be able to talk about the style indicators of the music (musical characteristics that give the music their style).</p>
<p>To develop an understanding of the history of music.</p>	<p>Knowledge:</p> <p>To be able to talk about the historical context of the music. What else was going on at the time?</p> <p>To know when some of the songs and music they have listened to were written.</p> <p>Skills:</p> <p>To be able to listen to a song or piece of music and pick out elements and characteristics which give it its style.</p> <p>To be able to place a piece of music onto a musical timeline and compare to a historical timeline, matching its composition to historical events.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ○ To be able to talk about the historical context of the music What else was going on during this time, musically and historically? <p>Skills:</p> <p>To be able to listen to a song or piece of music and pick out elements and characteristics which give it its style.</p> <p>To be able to place a piece of music onto a musical timeline and compare to a historical timeline, matching its composition to historical events.</p>