

## Music Skills, Knowledge and Vocabulary Progression



### Upper Key Stage 2

	<u>Year 5</u>	<u>Year 6</u>
<p><b>Knowledge</b></p> <p>Improvise &amp; Compose</p>	<p>Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <p>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.</p> <p>Compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood, or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology</p>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics and fit to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Structure their ideas into a complete song.</p> <p>Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major</p> <p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p> <p>Create an accompaniment and extended melody with four distinct phrases.</p> <p>Structure their ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p>
<p><b>Skills</b></p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence.</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a</p>

		<p>satisfying melodic shape.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Enhance improvised/composed melodies with rhythmic or chordal accompaniment.</p> <p>Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p>
<b>Vocabulary</b>	<b>Structure, lyric writing, melody, dot notation,</b>	<b>Syncopation, phrases, chord, pentatonic scale</b>
<p><b>Knowledge</b></p> <p>Sing &amp; Play</p>	<p>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.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies</p>	<p>Sing a syncopated melody accurately and in tune.</p> <p>Sing and play a class arrangement of the song with a good sense of ensemble</p> <p>Sing a round accurately and in a legato style and</p> <p>sing a chorus in two-part and three-part harmony.</p> <p>Decipher a graphic score</p>
<b>Skills</b>	<p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases</p> <p>Play and perform in solo and ensemble contexts, using their voices and</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Sing a broad range of songs, including those that involve syncopated rhythms, as</p>

playing musical instruments with increasing accuracy, fluency, control and expression.

Use and understand staff and other musical notations.

part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching, and appropriate style.

Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group - i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts, and vocal independence.

Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp).

Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.

Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers, and their equivalent rests.

Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do).

Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

		Read and play from notation a four-bar phrase, confidently identifying note names and durations.
<b>Vocabulary</b>	<b>Rhythm, beat, vocal decoration, harmony, melody</b>	<b>Harmony, syncopation, legato, graphic score</b>
<b>Knowledge</b> Listen & Appraise	<p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>	<p>Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p> <p>Explore the influences on an artist by comparing pieces of music from different genres</p> <p>Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p> <p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music</p> <p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p> <p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance.</p> <p>Understand different ways that rhymes work in songs</p>

		<p>Identify different elements of a song's structure.</p> <p>Understand the concept of identity and how you can express that in songs.</p> <p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>
<b>Skills</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Develop an understanding of the history of music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>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>Develop an understanding of the history of music.</p> <p>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.</p> <p>Listen to recorded performances.</p>
<b>Vocabulary</b>	<b>Instrumentation, pulse, tempo</b>	<b>Timbre, instrumentation, rhythm, tempo, structure</b>