

Objectives:

1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
2. improvise and compose music for a range of purposes using the inter-related dimensions of music
3. listen with attention to detail and recall sounds with increasing aural memory
4. use and understand staff and other musical notations
5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
6. develop an understanding of the history of music.

Play and Perform		Improvise and compose music		Listen with attention to detail and recall sounds.		Use and understand staff and other musical notation.		Appreciate and understand a wide range of live and recorded music.		Develop an understanding of the history of music.	
Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
<p>Sing songs in different styles including those with more complex melodies</p> <p>Sing two part harmonies and partner songs with increasing confidence.</p> <p>Use good posture, clear diction and voice projection.</p> <p>Control breathing; change tempo to signal the end of a song.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p>	<p>Sing parts of songs solo; sing in different styles including those with more complex melodies</p> <p>Maintain different parts or harmonies in songs with good diction voice projection, good posture and controlled breathing</p> <p>Perform songs in a way that reflects their purpose and the occasion.</p>	<p>Improvise melodic and rhythmic phases as part of a group performance</p> <p>Improvise rhythms and simple melodies using the pentatonic scale</p> <p>Compose by developing ideas from a range of musical and non-musical stimuli.</p> <p>Use a variety of different musical devices including rhythms, drones, ostinati and chords in compositions</p>	<p>Improvise melodic and rhythmic material within given structures.</p> <p>Select sounds and structures to convey an idea or effect.</p> <p>Improvise rhythms and simple melodies in time with a steady pulse</p> <p>Compose by developing ideas from a range of musical and non-musical stimuli.</p> <p>Use a variety of different musical devices including melody, rhythms, drones, ostinati and chords in compositions</p>	<p>Respond to music by drawing symbols to represent what is heard</p> <p>Play by ear and copy back rhythms and melodies</p> <p>Find similar sounds or contrasting sounds to those heard</p>	<p>Respond to music by drawing symbols to represent what is heard</p> <p>Play by ear and copy back familiar lines, rhythms and melodies</p> <p>Find similar sounds or contrasting sounds to those heard</p>	<p>Read written rhythms and show awareness of rise and fall in pitch of notes</p> <p>Read the musical staff and can work out the notes, EGBDF and FACE.</p> <p>Compose music for different occasions appropriate musical devises.</p> <p>Recognise further symbols on sheet music that aren't musical notes and learn about them</p> <p>Use graphic scores and JSTS notation in class or group compositions</p>	<p>Use of a variety of notation when performing and composing.</p> <p>Know and use standard musical notation of crotchet, quaver, minim and semibreve. To indicate how many beats to play.</p> <p>Recognise further symbols on sheet music that aren't musical notes and learn about them</p> <p>Use graphic scores and JSTS notation in group compositions</p>	<p>Appreciate and understand a range of musical styles, genres and traditions.</p> <p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles are used for effect</p> <p>Identify phrases/features of a piece of music and find other musical pieces that have similar features</p>	<p>Appreciate and understand a wider range of musical styles, genres and traditions.</p> <p>Compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles are used for effect</p> <p>Listen to longer pieces of music</p> <p>Identify phrases/features of a piece of music and find other musical pieces that have similar features</p>	<p>Begin to understand the influences of available instruments of different periods or geographical location</p> <p>Explore how the lyrics of songs reflect the historical context and social meaning of the time</p> <p>Compare songs from history to contemporary songs that have a similar purpose</p>	<p>Understand the influences of available instruments of different periods</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary and non-Western</p> <p>Explore how the lyrics of songs reflect the historical context and social meaning of the time</p> <p>Compare songs from history to contemporary songs that have a similar purpose</p>

How we achieve these

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: WW1	Theme: Space Christmas production	Theme: Inventions	Theme: Biomes	Theme: Rivers	Theme: Saxons and Vikings
NC Reference: 1, 2, 3, 4, 5, 6,	NC Reference: 1, 4	NC Reference: 1, 2, 3, 4,	NC Reference: 1,2, 3, 5,	NC Reference: 1, 2, 3, 4, 5, 6,	NC Reference: 1, 2, 3, 4, 5
<p>Skills:</p> <p># Listen to music from the period; sing songs from the period and explore their significance in time</p> <p># Explore open and closed sounds</p> <p># Play solo in call and response activities</p> <p># Combine rhythm and pulse with silent beats (in 3s and 4s)</p> <p># Identify number of bars and beats in a stave</p> <p># Explore the effect of accented beats in songs (look back to accented words in nursery rhymes)</p> <p># Hold starting note as a drone while the remainder continues to sing or play the tune or up/down the scale; extend this to repeating the drone on the beat</p>	<p>Skills:</p> <p>Singing for production Maintain own part in canons or partner songs</p> <p>Make choices to vary the dynamics of a song</p>	<p>Skills:</p> <p># Create soundscapes, control sounds when combined with others</p> <p># Recognise time signatures</p> <p># Begin to recognise symbols on sheet music that aren't part of the song; develop understanding of presto and adagio through improvisational and compositional activity</p> <p># copy, improvise and read rhythms using JSTS symbols including anteaater and elephant</p> <p># Use drones, rhythmic chants or ostinato to accompany songs</p> <p># Play a drone with two notes on the beat, improvise over the top of this</p>	<p>Skills:</p> <p># Sing songs for different purposes without backing</p> <p># Sing simple 2 part harmonies maintaining own part</p> <p># Create own simple songs to well-known short tunes</p> <p># Use pentatonic scales to compose short melodies</p> <p># Sing back short series of notes from the pentatonic scale</p> <p># Follow the rise and fall of a melody on the music score</p> <p># Listen to music from the orient and other parts of the world</p> <p># Identify cultural influences – identify what</p>	<p>Skills:</p> <p># Sing confidently heeding dynamic instruction and controlling phrasing and breath</p> <p># Internalise songs and sing chorus or verses from memory</p> <p># Listen to music by different composers based on rivers; compare their structure and place in history</p> <p># Create a soundscape to reflect the contrasting flow/stages of a river</p> <p># Combine music with dance – compose music for movement and create movements for music</p> <p># Compose simple accompaniments on pitched or unpitched instruments</p>	<p>Skills:</p> <p># Sing favourite songs from the year with confidence and expression and make decisions about dynamics and accompaniments fro performance</p> <p># Identify song structure line by line – what is the same or different? Create own version of one line</p> <p># Explore different drumming patterns – listen to examples from around the world</p> <p># Create layers of sound combining different rhythms to a steady pulse</p> <p># Improvise and compose short melodies using a pentatonic scale and triads; play these to a strong accented steady pulse</p>

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# Play a drone with two notes on the beat, improvise over the top of this		# Write new words for known melodic lines	makes the music the way it is- why is it different to other music including samba (yr 4) and African (yr 2) and that of the Western world	# Learn to play 3 note chords (triads) using the root, third and fifth notes of the major scale – use this as a drone	
# Maintain a steady pulse with accented beat in 3s, 4s, 6s and 8s		# Learn to play familiar lines by ear and from memory		# Sustained and decaying sounds	
Vocabulary: Consolidate yr 3, 4 vocabulary especially drone and ostinato plus: Duration, open sound, closed sound, dull, bright, unison, percussion, bar, stave, rest, chord	Vocabulary: Sustain, lyrics, song structure, head voice, chest voice	Vocabulary: Consolidate yr 3, 4, 5 vocabulary plus Contrast Soundscape Presto Renaissance Adagio Discord Concord Repetition Graphic score	Vocabulary: Consolidate yr 3, 4, 5 vocabulary plus Pentatonic scale A Capella Phrase Minim	Vocabulary: Consolidate yr 3, 4, 5 vocabulary plus Chord Triad Sustain Decay	Vocabulary: Consolidate yr 3, 4, 5 vocabulary plus Notation Graphic score Home note Bongo Tambour

Vocabulary from yrs 1 and 2

Vocabulary: loud, quiet, long, short, stop, start Instrument names: drum, triangle, block, hit, scrape, shake, rattle, pop, whoosh, trilling, pow, smooth, jerky, scratchy, sliding up, sliding down, lyric, verse, chorus	Vocabulary: hum, chant, whisper, chorus, shorter, longer, canon (round)	Vocabulary: As Autumn plus - fast, slow Pulse, rhythm, JSTS: cat, monkey, nap, armadillo, Instrument names - tulip block, beater	Vocabulary: As before plus - High, low, going up, going down Instrument names: chime bars, xylophone,	Vocabulary: As before plus – beginning, ending Instrument names - guiro, tambourine, shaker, boomwhacker, glockenspiel	Vocabulary: As before plus – getting louder, getting quieter, getting slower, getting faster graphic score, agogo, metallophone
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Vocabulary from yrs 3 and 4 which should continue to be used in music lessons

Vocabulary: Tempo, pulse, rhythm, timbre, dynamics crotchet, quaver timbre, tongue (for recorder work) Samba, carnival, maracas, guiro, claves, beats (3s and 4s) accent, accented beats	Vocabulary: As Autumn A plus - JSTS: cat, monkey, nap, armadillo, quaver, sustained, staccato, two tone wood block(fic toc)	Vocabulary: As before plus interlude verse, chorus texture, interlude, tense, calm, improvise drone, time signature, anteatater tabla, cabasa, unison, solo	Vocabulary: As before plus – instrument names: xylophone, clatterpillar, slit drum forte, piano, crescendo, diminuendo freestyle, unison, bar, bar line, time signature	Vocabulary: As before plus - repeat, accompaniment, backing, forte, piano, crescendo Folk, traditional, ostinato	Vocabulary: As before plus – Intro, outro, song structure
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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Ancient Greeks	Theme: Democracy Electricity	Theme: Children through time/Victorians	Theme: Evolution	Theme: SATs	Theme: Trade and economics Singing for leaver's assembly
NC Reference: 1, 2, 3, 4, 5.	NC Reference: 1, 2, 3, 4, 5, 6	NC Reference: 1, 3, 5, 6,	NC Reference: 1, 2, 3, 4, 5, 6	NC Reference: 1, 4,	NC Reference: 1, 2, 3, 4, 5.
Skills: # Listen to music for mythical beasts; identify repeating motifs and learn about its structure # Maintain a steady pulse with accented beat in 3s, 4s, 6s and 8s # Compose and layer rhythms in time with a steady pulse using JSTS symbols - cat, monkey, nap, armadillo, elephant, anteatater # Use pitched percussion to create simple melodies to fit some of the rhythms # Explore a range of sounds to represent creature movements and to accompany Greek tales # Combine chords and rhythms in time with the pulse	Skills: # Sing gospel, partner songs and more complex rounds # Sing A Capella and make decisions about dynamics for performance # Listen to gospel music and compare it with other protest/ spiritual songs...identify things that are the same and things that are different. Follow the melody on sheet music # Identify cultural influences – identify what makes the music the way it is. # consider impact of lyrics and why they were written # Add drones or ostinato for harmony # Write new words for known melodic lines and adapt melodies accordingly # Learn to play lines by ear and from memory	Skills: # Sing songs with vocal or instrumental accompaniment on pitched instruments # Sing with expression in different sized groups of singers # Accompany song using simple (lettered) notation # Listen to Music hall songs – compare with gospel songs from Autumn B; ...identify things that are the same and things that are different. # Identify cultural influences – identify what makes the music the way it is. # Learn to play lines by ear and from memory # Begin to recognise symbols on sheet music that aren't part of the song; develop understanding legato and staccato through activity	Skills: # Listen to music by different composers based on dinosaurs or fossils including film scores compare their structure and place in history # Improvise rhythms or melodies using the pentatonic scale to fit with a drone or chord played on the beat # End with the home note in improvised and composed melodies in time with the pulse # Sing back short series of notes from the pentatonic scale	Skills: # Sing favourite songs A Capella and with vocal or instrumental accompaniment on pitched instruments # Follow the melody and pitch on sheet music # Internalise songs # Show structure of music or songs with letters (e.g. ABA C ABA C)	Skills: # Sing with breath control, expression, confidence, articulation and accurate phrasing # Add accompaniments to songs using chords, drones or ostinato # Listen to, compare and Contrast African and Indian music with Western music - cyclical versus beginning, middle and ending structure # Explain why music is the way it is – cultural and other influences # Maintain own part in harmony or partner songs
Vocabulary: Consolidate yr 5 vocabulary plus: Improvisation Composition 4/4 time Repeat	Vocabulary: Consolidate yr 5 vocabulary plus: Gospel, spiritual, harmony T - staccato	Vocabulary: Consolidate yr 5 and 6 vocabulary plus: structure Accompaniment Three four time Time signature – ¾ time	Vocabulary: Consolidate yr 5 and 6 vocabulary plus: Skippety - skippety skip	Vocabulary: Consolidate yr 5 and 6 vocabulary legato , staccato	Vocabulary: Consolidate yr 5 and 6 vocabulary plus:

UKS2 Music Progression



layers		T – legato,			
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