

Upper Key Stage 2 Music			
Music Strand	Skills	Learning Objectives:	Teacher Guidance (NC statements and guidance)
Listening and Appraising	M1	I can listen carefully to music, make comparisons and comment on musical dimensions using musical vocabulary	<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> <ul style="list-style-type: none"> <li>• Know 5 songs from memory, who sang or wrote them, when they were written and, if possible, why.</li> <li>• Know the style of five songs and to name other songs from units in those styles</li> <li>• Be able to choose two or three other songs and talk about: <ul style="list-style-type: none"> <li>- Style indicators</li> <li>- The lyrics: what the songs are about</li> <li>- Any musical dimensions and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Name some of the instruments they heard</li> <li>- The historical context of the songs - what else was going on during the time?</li> </ul> </li> <li>• Know and talk about the fact that we each have a musical identity</li> </ul>
Games	M2	I know there are different elements to music e.g. pulse, rhythm, pitch, tempo, dynamics and texture	<ul style="list-style-type: none"> <li>• Know and be able to talk about: <ul style="list-style-type: none"> <li>- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>- How to keep the internal pulse</li> </ul> </li> <li>• Take musical leadership to create musical ideas for a group to copy or respond to</li> </ul>

Singing	M3	I can take different roles when singing and show an awareness of how I fit into a group and of being 'in tune'	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</li> <li>• Know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• Be able to choose a song and talk about: <ul style="list-style-type: none"> <li>- Its main features</li> <li>- Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>- Know what the song is about and the meaning of the lyrics</li> </ul> </li> <li>• Know and explain the importance of warming up your voice</li> </ul>
Playing	M4	I can choose to play an instrumental part of varying challenge	<p>Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Different ways of writing music down e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be playing in a band or orchestra or by their friends</li> </ul>
Improvisation	M5	To use musical instruments to make up my own tunes using up to three notes with confidence	<p>Improvise music for a range of purposes using the inter-related dimensions of music</p> <ul style="list-style-type: none"> <li>• Know and be able to talk about improvisation: <ul style="list-style-type: none"> <li>- Improvisation is making your own tunes up on the spot</li> <li>- When someone improvises, they make up their own tune, which has never been heard before. It is not written down and belongs to them.</li> </ul> </li> <li>- Know that using one or two notes confidently is better than 5</li> </ul>

			<ul style="list-style-type: none"> <li>- Know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>- Know that you can use some of the riffs you have heard in the challenges in your improvisations</li> <li>• Know three well-known improvising musicians</li> </ul>
Composition		<p><b>I can create simple melodies using up to 5 notes with a simple rhythm and style.</b></p>	<p><b>Compose music for a range of purposes using the inter-related dimensions of music</b>  <b>Use and understand staff and other notations</b></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music is created by you and kept in some way. It's like writing a story and can be played again and again</li> <li>• A composition has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>
Performance		<p><b>I can perform record and evaluate my performances</b></p>	<p><b>Perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p> <p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap words clearly and play with confidence</li> <li>• A performance is a special occasion and involve an audience of people you don't know It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>

