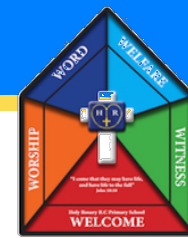
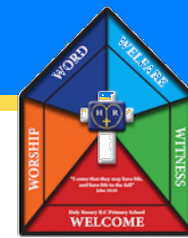


# Upper Key Stage 2 Music



|              | Upper Key Stage 2 Music  |  |  |   |  |   |
|--------------|--|--|--|---|--|---|
|              | Performing   | Composing & Improvising  | Listening & Appraising   | Technology  | Vocal Skills   | Notation  |
| Year 5       | <ul style="list-style-type: none"> <li>Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</li> <li>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</li> </ul> | <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Make improvements to my own work, commenting on intended effect using appropriate musical vocabulary</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>  | <ul style="list-style-type: none"> <li>Combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)</li> </ul>    | <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</li> <li>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</li> </ul> | <ul style="list-style-type: none"> <li>Follow a notated melody line as an aid to vocal performance</li> </ul> |
| Year 5 Vocab | <ul style="list-style-type: none"> <li>Multi-layered</li> </ul>  | <ul style="list-style-type: none"> <li>Scales, notes</li> </ul>  | <ul style="list-style-type: none"> <li>Different traditions</li> </ul>   | <ul style="list-style-type: none"> <li>Amplifier,</li> </ul>  | <ul style="list-style-type: none"> <li>Control of breathing</li> </ul>   | <ul style="list-style-type: none"> <li>Notated melody</li> </ul>  |
| Year 6       | <ul style="list-style-type: none"> <li>Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</li> <li>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together</li> </ul>  | <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>I can improvise confidently vocally and with instruments from a range of given and chosen stimuli</li> </ul> | <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Suggest improvements to my own and others' work, comment on how intentions have been achieved</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Describe, compare and evaluate different kinds of music using appropriate vocabulary</li> <li>Know the elements of music and am able to show understanding of these by applying appropriately when describing a piece of music</li> </ul> | <ul style="list-style-type: none"> <li>Edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)</li> </ul> | <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</li> <li>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</li> </ul> | <ul style="list-style-type: none"> <li>Use notation with increasing confidence</li> </ul>                     |
| Year 6 Vocab | <ul style="list-style-type: none"> <li>Complicated melody</li> </ul>   | <ul style="list-style-type: none"> <li>Improvise, compose</li> </ul>   | <ul style="list-style-type: none"> <li>Appraise, evaluate</li> </ul>   | <ul style="list-style-type: none"> <li>manipulate</li> </ul>  | <ul style="list-style-type: none"> <li>timbre</li> </ul>   | <ul style="list-style-type: none"> <li>notation</li> </ul>  |

# Upper Key Stage 2 Music



|        | Inter-related Dimensions   |  |   |   |   |   |  |
|--------|--|--|---|---|---|---|--|
|        | Duration<br>( Pulse Rhythm)  | Pitch  | Dynamics  | Tempo   | Texture   | Timbre  | Structure  |
| Year 5 | <ul style="list-style-type: none"> <li>Maintain a complex rhythmic pattern vocally or on an instrument.</li> </ul>       | <ul style="list-style-type: none"> <li>Maintain a complex melody vocally or on an instrument</li> <li>Understand, recognise and describe how pitch changes can be used to convey a character, story or image.</li> </ul> | <ul style="list-style-type: none"> <li>Confidently and appropriately make use of dynamics when composing and performing</li> </ul>  | <ul style="list-style-type: none"> <li>Confidently and appropriately make use of tempo when composing and performing</li> </ul>                                     | <ul style="list-style-type: none"> <li>Combine several layers of sound with awareness of the combined effect</li> </ul>   | <ul style="list-style-type: none"> <li>Confidently and appropriately make use of different timbres when composing and performing</li> </ul>   | <ul style="list-style-type: none"> <li>Compose and perform using a range of structures and identify these aurally</li> </ul> |
| Vocab  | <ul style="list-style-type: none"> <li>Complex rhythmic pattern</li> </ul>   | <ul style="list-style-type: none"> <li>Pitch, convey</li> </ul>  | <ul style="list-style-type: none"> <li>dynamics</li> </ul>  | <ul style="list-style-type: none"> <li>tempo</li> </ul>   | <ul style="list-style-type: none"> <li>layers, combined effect</li> </ul>   | <ul style="list-style-type: none"> <li>timbres</li> </ul>   | <ul style="list-style-type: none"> <li>structures</li> </ul>   |
| Year 6 | <ul style="list-style-type: none"> <li>Maintain ostinati vocally or on an instrument in a polyphonic texture.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a complex melodic part in a 2-part texture</li> </ul>  | <ul style="list-style-type: none"> <li>Refine the use of dynamics in my own work</li> <li>Describe the use of dynamics in others' work and suggest refinements</li> </ul> | <ul style="list-style-type: none"> <li>Refine the use of tempi in my own work</li> <li>Describe the use of tempi in others' work and suggest refinements</li> </ul> | <ul style="list-style-type: none"> <li>Maintain a part within a polyphonic texture</li> <li>Know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music</li> </ul> | <ul style="list-style-type: none"> <li>Accurately name common individual instruments when listening to a piece of music</li> <li>Refine the use of timbres in my own work</li> <li>Describe the use of timbres in others' work and suggest refinements</li> </ul> | <ul style="list-style-type: none"> <li>Compose by developing and organising ideas within musical structures</li> </ul>       |
| Vocab  | <ul style="list-style-type: none"> <li>Polyphonic texture</li> </ul>   | <ul style="list-style-type: none"> <li>2-part texture</li> </ul>   | <ul style="list-style-type: none"> <li>dynamics</li> </ul>  | <ul style="list-style-type: none"> <li>refinements</li> </ul>   | <ul style="list-style-type: none"> <li>polyrhythmic, monophonic</li> </ul>  | <ul style="list-style-type: none"> <li>Violin, piano, saxophone</li> </ul>  | <ul style="list-style-type: none"> <li>Musical structure</li> </ul>  |