



Music Progression of Skills – UKS2

(Year 5: BLUE)

(Year 6: same as Y5 + GREEN)



Respect, Courage, Compassion, Friendship, Trust, Perseverance

Children will be taught to:

Listening and Appraising

Knowledge

- Know five songs from memory, who sang or wrote them, when they were written and, if possible, why.
- Know the styles of the five songs and name other songs in those styles.
- Choose two or three other songs and talk about: some style indicators, its lyrics, musical dimensions, the main sections of the song, some instruments used and some historical context of the songs.
- Choose two or three other songs and talk about: some style indicators, its lyrics, musical dimensions, the main sections of the song and some instruments used, some historical context of the songs and know that we each have a musical identity.

Skills

- Identify and move to the pulse with ease.
- Think about the message of songs.
- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk, try to use musical words.
- Talk about the musical dimensions working together in the Unit songs.
- Talk about the music and how it makes them feel.
- Use musical language to describe the music.

Playing

Knowledge

- Know the different ways of writing music down - e.g. staff notation, symbols.
- Know the notes C, D, E, F, G, A, B & C on the treble stave.
- Know the instruments they might play or be played in a band or orchestra or by their friends.

Skills

- Play a musical instrument with the correct technique within the context of the Unit song.
- 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.
- Rehearse and perform their part within the context of the Unit song.
- Listen to and follow musical instructions from a leader.
- Lead a rehearsal session.

Musical Games

Knowledge

- Know how pulse, rhythm, pitch tempo, dynamics, texture and structure work together and how they connect in a song.
- How to keep the internal pulse.

Skills

- Musical Leadership - creating musical ideas for the group to copy or respond to.
- Copy back rhythms based on the words of the main song, including syncopation / off beat.
- Lead the class by inventing rhythms for them to copy.
- Copy back one- two- or three-note riffs by ear with notation.
- Question and answer using two or three different notes.
- Copy back rhythms based on the words of the main song, including syncopation / off beat.
- Copy back one-two or three-note riffs using simple syncopated rhythm patterns.
- Question and answer using two or three different notes.

Improvising

Knowledge

- 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.
- Know that using one or two notes confidently is better than using five.
- Know that if you improvise using the notes you are given, you cannot make a mistake.
- Know that you can use some of the riffs you have heard to improve improvisations.
- Know three well-known improvising musicians.

Skills

- Improvise using instruments in the context of a song to be performed.
- Copy back using instruments with one, two or three notes.
- Question and answer using instruments using one, two or three notes starting on G.
- Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A & B.

Singing

Knowledge

- Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- Choose a song and talk about: its main features; singing in unison, the solo, lead vocal, backing vocals and rapping; know what the song is about the the meaning of the lyrics; know and explain the importance of warming up your voice.

Composing

Knowledge

- Know 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.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.
- Recognise the connection between sound and symbol when reading notation.

Skills

- Sing in unison and to sing backing vocals.
- Enjoy exploring singing solo.
- Listen to the group when singing.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Listen to each other and be aware of how you fit into the group.
- Sing with awareness of being 'in tune'.

Skills

- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
- Help create three simple melodies with the Units using one, three or five different notes.

Performing**Knowledge**

- A performance is sharing music with other people, an audience with belief.
- A performance doesn't have to be a drama! It can be one person or to each other.
- Everything that will be performed must be planned and learned.
- You must sing or rap the words clearly and play with confidence.
- A performance can be a special occasion and involve an audience including people you don't know.
- It is planned and different for each occasion.
- A performance involves communicating ideas, thoughts and feelings about the song/music.

Skills

- Choose what to perform and create a programme.
- Communicate the meaning of the words and clearly articulate them.
- Talk about the venue and how to use it to best effect.
- Record the performance and compare it to a previous performance.
- Discuss and talk musically about it - "What went well?" and "It would have been even better if...?"