



Music: Upper Key Stage 2

| | Singing | Instruments | Exploring | Composing | Listening | Appraising |
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| National Curriculum | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | Improvise and compose music for a wide range of purposes using the inter-related dimensions of music. | Use and understand staff and other notation | Listen with attention to detail and recall sounds with increasing aural memory. | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |
| Year 5 | To sing with awareness of being 'in tune'. Sing confidently in a wide variety of styles with expression. Sing a simple second part of a two part song with confidence. To listen to each other and be aware of how you fit into the group. Perform a song from memory | Play a musical instrument with the correct technique. Perform in groups to an audience. Perform with sensitivity to different dynamics, tempo. Read and play with confidence from graphic or traditional notation. To listen to and follow musical instructions from a leader. Conduct a group of instrumental performers. | Explore and develop ideas, using musical devices such as repetition or ostinato. To start to play with scales, such as blues and pentatonic. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | Create simple melodies using up to five different notes and simple rhythms. Compose music using a range of symbols graphic or conventional to record compositions. Refine own compositions after discussion. Use technology to record, sample, loop, manipulate and sequence sounds | Listen carefully and respectfully to other people's thoughts about the music. To identify and move to the pulse with ease. Identify features of expression within music, e.g. dynamics, melody, harmony, and tempo. | Discuss what happens during songs/music and identify simple musical structures. Use musical vocabulary when talking about songs/music. Talk about the music and how it makes you feel. Compare two pieces of instrumental music from different countries, genres or periods and discuss the similarities and differences. |
| Year 6 | To sing in unison or a round, and to sing backing vocals. To experience rapping and solo singing. Sing confidently in a wide variety of styles with expression | Read and play with confidence from graphic or pictorial notation. Perform and react to different tempos and dynamics. Perform own compositions to an audience. Perform as part of a small ensemble on a tuned instrument. Conduct/lead a group in rehearsal or performance. To listen to and follow musical instructions from a leader. | Explore and develop ideas, using musical devices such as repetition. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | Compose own simple songs. Refine and edit own compositions after discussion with peers. Use technology to record, sample, loop, manipulate and sequence sounds. Record the composition using graphic and standard notation. | Listen respectfully to other people's thoughts about the music. Identify and discuss simple musical structures. To talk about the musical dimensions they can hear working together in music/songs | Use musical language when talking about the songs. (tempo, dynamics, timbre) To think about the message of songs. Describe, using musical language, about the music and how it makes you feel. |