



Upper Key Stage 2 Music

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	Performing	Composing & Improvising	Listening & Appraising	Technology	Vocal Skills	Notation
Year 5	<ul style="list-style-type: none"> Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece 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. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.) 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Make improvements to my own work, commenting on intended effect using appropriate musical vocabulary Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Combine layers of sound using Music Technology software (e.g. Garage Band, Audacity) 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style 	<ul style="list-style-type: none"> Follow a notated melody line as an aid to vocal performance
Year 6	<ul style="list-style-type: none"> Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece 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 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music I can improvise confidently vocally and with instruments from a range of given and chosen stimuli 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Suggest improvements to my own and others' work, comment on how intentions have been achieved Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Describe, compare and 	<ul style="list-style-type: none"> Edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity) 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style 	<ul style="list-style-type: none"> Use notation with increasing confidence



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