Music Progression of Skills Upper KS2 Yr5 and Yr6

Skills	Year 5 **Preparation of drama performance, involving singing, Spring term**	Year 6 **NB Autumn term, drama for Shakespeare performance as performing arts lesson rather than music**
Play and Perform	Whilst performing by ear and from notations, maintain a part with awareness of how the different parts fit together and the need to achieve an overall effect. **Autumn 1** Breathe well and pronounce words, change pitch and show control in singing**. Autumn 1 and 2, Spring 1 and 2** Perform songs with an awareness of the meaning of the words. **Autumn 1 and 2, Spring 1 and 2** Hold a part in a round. **Autumn 2** Perform songs in a way that reflects meaning and occasion. **Spring 1 and 2** Sustain a drone or melodic ostinato to accompany singing. **Autumn 1 and 2** Play an accompaniment on an instrument **Summer 1, Autumn 1 and 2**	Perform significant parts from memory and from notations with awareness of own contribution. **Autumn** Refine and improve own work. **Summer 1, Spring 1 and 2** Sing or play from memory with confidence, expressively and in tune. **Spring, Summer** Perform alone and in a group, displaying a variety of techniques. **Summer 2** Take turns to lead a group. **Spring, Summer 2**
Improvise and compose music	Use the venue and sense of occasion to create performances that are well appreciated by the audience. **Spring** Compose by developing ideas within musical structures. **Autumn 1, Summer 1** Improvise melodic and rhythmic phases as part of a group performance. **Autumn 1** Improvise within a group. **Autumn 1, Autumn 2**	Improvise melodic and rhythmic material within given structures. **Summer 1, Spring 1** Show thoughtfulness in selecting sounds and structures to convey an idea. Create musical patterns. **Spring 2** Use a variety of different musical devices including melody, rhythms, and chords. **Spring 1, Spring 2** Use ICT to create layers of sound within a composition **Spring 1 and 2**
Listen with attention to detail and recall sounds.	Notice and explore the relationship between sounds. **Ongoing, rhythm warm ups** Notice and explore how music reflects different intentions. **ongoing**	Notice, comment on and compare the use of musical devices. **Spring 1, blues** Notice, comment on and compare the relationship between sounds. **Summer 2** Notice, comment on, compare and explore how music reflects different intentions. **Summer 2**

Use and understand staff and other musical notation.	Know and use standard musical notation from semiquaver to semibreve, including dotted rhythms. To indicate how many beats to play. Read the musical stave and can work out the notes, C – C^1. **Autumn 1, 2, Summer 1, 2**	Use of a variety of notation when performing and composing. **Spring 1 and 2, Summer 1** Compose music for different occasions appropriate musical devises. **Spring 1 and 2, Summer 1** Quickly read notes and know how many beats they represent. **Ongoing, rhythm warm ups** Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. **Spring 1, 2, Summer 1,2**
Appreciate and understand a wide range of live and recorded music.	Compare and evaluate different kinds of music using appropriate musical vocabulary. **Summer 1** Explain and evaluate how musical elements, features and styles can be used together to compose music. **Summer 1**	Analyse and compare musical features choosing appropriate musical vocabulary. **Spring 1, Spring 2** Explain and evaluate how musical elements, features and styles can be used together to compose music. **Spring 1, Summer 1**
Develop an understanding of the history of music.	Understand the different cultural meanings and purposes of music, including contemporary culture. **Summer 1, composers project**	Notice and explore how music reflects time, place and culture. **Ongoing, linked to all composition projects** Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural **ongoing, linked for all composition projects**

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.