

Music – Upper Key Stage Two

Progressive statements

Year Group	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	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 listen with attention to detail and recall sounds with increasing aural memory	Develop an understanding of the history of music.
Year 5	<ul style="list-style-type: none"> I can sing or play from ear and simple notation or memory with confidence. I can perform solos or as part of an ensemble with accuracy, control and fluency I can sing or play expressively and in tune. I can hold a part within a round. I can sing a harmony part confidently and accurately. I can sustain a drone or a melodic ostinato to accompany singing. 	<ul style="list-style-type: none"> I can create and combine vocal sounds for use within a piece of music I can create rhythmic patterns with an awareness of timbre and duration. I can thoughtfully select elements for a piece in order to gain a defined effect. I can use drones and melodic ostinati (<i>based on the pentatonic scale</i>). I can improvise with increasing confidence using own voice and rhythms 	<ul style="list-style-type: none"> I can use the standard musical notation of crotchet, minim, quaver, semi-quaver and semibreve and breve to indicate how many beats to play. I can read and create notes on the musical stave. 	<ul style="list-style-type: none"> I can choose from a wide range of musical vocabulary and elements to accurately describe and appraise music I can describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> I can demonstrate the chronology of the musical periods and name some famous composers from each period
Year 6	<ul style="list-style-type: none"> I can perform significant parts from memory and from notations with awareness of my own contribution, such as leading others, taking a solo part and/or providing rhythmic support I can sing a part within a three or four piece harmony confidently and accurately I can perform with controlled breathing (<i>voice</i>) and skilful playing (<i>instrument</i>). 	<ul style="list-style-type: none"> I can convey the relationship between the lyrics and the melody. I can improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structure I can use a variety of notations and compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures. 	<ul style="list-style-type: none"> I can use and read standard musical notation to play or sing a piece of music. I can understand the purpose of the treble and bass clefs I can understand some time signatures. 	<ul style="list-style-type: none"> I can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. I can analyse and compare musical features. They evaluate how venues, occasion and purpose affects the way music is created, performed and heard. 	<ul style="list-style-type: none"> I can demonstrate the chronology of the musical periods and name some famous composers from each period I can name some famous pieces of music from each of the different musical periods I can talk about key events which shaped the changes to music throughout the years.