

Sellindge Primary School

Upper KS2 **Music** Map with Skills progression

Year 5		Livin’ On a Prayer		Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
	Style	Rock	Bossa Nova and Swing		Pop Ballads	Old-School Hip-Hop	Motown	Classical
	These skills will develop across the year.	Listen and appraise: To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style); The lyrics: what the song is about; Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch); Identify the main sections of the song (introduction, verse, chorus etc.); Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To use musical vocabulary when discussing music. The historical context of the songs. What else was going on at this time? To 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; Musical Leadership: creating musical ideas for the group to copy or respond to. Singing: To choose a song and be able to talk about: Its main features; Singing in unison, the solo, lead vocal, backing vocals or rapping; To know what the song is about and the meaning of the lyrics; To know and explain the importance of warming up your voice. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Playing: To know and be able to talk about: Different ways of writing music down - e.g. staff notation, symbols; The notes C, D, E, F, G, A, B + C on the treble stave; The instruments they might play or be played in a band or orchestra or by their friends. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvisation: Improvise using instruments in the context of the song they are learning to perform using 1,2 or 3 notes. To know and be able to talk about improvisation: 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. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians Composition: 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). To know: a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure; Notation: recognise the connection between sound and symbol. Performance: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - “What went well?” and “It would have been even better if...?”						
		Unit specific focus	Rock Anthems	Jazz and Improvisation		Pop Ballads	Old School Hip-Hop	Motown
Compose (1, 3 or 5 notes)	Key: G One note: G Easy part : G, A + B Medium part D, E, F sharp, G Melody: D, E, F sharp, G, A, B +	Bossa Nova B, A + G Swing D, E, G, A + B	Key: C One note: C Easy part : C F Medium part: E, F, G, A, B + C Melody: B, C, D, E, F + G	Key: One note: A Easy part : D A Medium part: G + A Melody: C, D, E, F, G + A	Key: F One note: F Easy part : G Medium part: F + G Melody: F, G, A + D	Revise previous notes		

Year 6		HAPPYClassroom Jazz 2A New Year CarolYou’ve Got A FriendMusic and MeReflect, Rewind and Replay					
	These skills will develop across the year.	Listen and appraise: To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style); The lyrics: what the songs are about; Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre); Identify the structure of the songs (intro, verse, chorus etc.); Name some of the instruments used in the songs; The historical context of the songs. What else was going on at this time, musically and historically; Know and talk about that fact that we each have a musical identity. To identify and move to the pulse with ease. To think about the message of songs. To 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. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music. Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Copy back two-note riffs by ear and with notation. keep the internal pulse. creating musical ideas for the group to copy or respond to. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. Singing: To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: Its main features o Singing in unison, the solo, lead vocal, backing vocals or rapping o To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’. Playing: To know Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvisation: To know and talk about; 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; To know that using one, two or three notes confidently is better than using five; To know that if you improvise using the notes you are given, you cannot make a mistake; To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations; To know three well-known improvising musicians. Composition: To know and be able to talk about: A composition: music that is created by you and kept in some way; A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure; Notation: recognise the connection between sound and symbol. 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). Performance: To know and be able to talk about: Performing is sharing music with an audience with belief; 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 of 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. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”					
	Style	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop		Classical
	Unit specific focus	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King	Create your own music inspired by your identity and women in the music industry	The history of music. Look back and consolidate learning. Learn some language of music.
	Compose (1, 3 or 5 notes)	Key: D (mixolydian on A) One note: A Easy part : A + G Medium part: A, G + B Melody: G, A, B, C, D + E	Key: C and Blues in C One note: N/A Easy part: N/A Medium part: N/A Melody: n/a	Key: Eb major One note: N/A Easy part: N/A Medium part: N/A Melody: Eb, F, G, Ab, Bb, C + D	Key: C major One note: C Easy part: G, A + B Medium part: C, D, E + F Melody: D, E, F, G, A, B + C	n/a	Revise previous notes