

# Music

## Knowledge

Charanga Unit(s)	Vocabulary	Working towards during year 5, to be achieved by the end of year 6	People
Autumn Term: Livin' on a prayer / Jazz 1	Heartbeat, pulse, beat, tempo, speed, time signature, warm up, vocal cords, unison, conductor, ensemble, choir, parts, solo, texture, thin, thick	<ul style="list-style-type: none"> <li>I know that music has a steady heartbeat called a pulse or beat and that the <b>tempo</b> of the music means the speed of the pulse.</li> <li>I know that the <b>time signature</b> tells us how to count the pulse.</li> <li>I know why and how we <b>warm up</b> our voices effectively.</li> <li>I know that <b>unison</b> means singing the same part together at the same time.</li> <li>I know what a <b>conductor</b> does and why it is important to follow their instructions.</li> <li>I know that listening is as important as singing in a group <b>ensemble / choir</b> and to aid singing in parts.</li> <li>I know that music has <b>texture</b> and I can explain what sounds I can hear that make a thick or thin texture.</li> </ul>	Bon Jovi Ben Webster
Spring Term: Make you feel my love / Fresh Prince	Instrument names e.g. piano, glockenspiel, recorder, drum, tambourine (as chosen by teacher), timbre, improvisation, riffs, licks, composing, pitch, pulse, rhythm, dynamics, timbre, texture, rehearse, improve, solo, group, perform, tuned, untuned, note names	<ul style="list-style-type: none"> <li>I know a wider range of songs by heart.</li> <li>I know what those songs are about and how they make people feel.</li> <li>I know some facts relating to songs I've heard or learnt, such as who wrote them, when they were written or why they were written.</li> <li>I know the names of and recognise the sounds of at least 6 instruments and I know that it is their '<b>timbre</b>' (unique voice) that I recognise.</li> <li>I know that <b>improvisation</b> means making something up on the spot and that if I use the notes I'm given it will never sound 'wrong'.</li> <li>I know that I can use some of the <b>riffs and licks</b> that I have learnt within my improvisations.</li> <li>I know that <b>composing</b> is like writing a story with music and that I should think about <b>pitch, pulse, rhythm, dynamics, timbre and texture</b> when composing.</li> <li>I know that I should <b>rehearse alone and together</b> before performing in order to <b>improve</b> what I can do both solo and in a group.</li> <li>I know the names of a range of <b>tuned and untuned</b> instruments and I can say which are which.</li> <li>I know the names of the notes that I am playing.</li> </ul>	Adele Bob Dylan Elvis Presley Will Smith
Summer Term: Dancing in the street	Sections, Chorus, verse, bridge, introduction, outro, musical style, pop ballad, rock, rap,	I know that songs have different <b>sections</b> , such as <b>verse, chorus, bridge, introduction.</b>	Marvin Gaye Martha and the Vandellas

/ Reflect rewind replay	rhythm, patterns, flow, volume, Piano, Forte, Mezzo, dynamics, crescendo, diminuendo, stave, symbols, lines, spaces, pitch, clef, treble clef, bass clef, duration, semibreve, minim, crotchet	<ul style="list-style-type: none"> <li>• I know that songs have a musical style and I can name some <b>styles of music</b> e.g. rock, pop ballad, rap</li> <li>• I know the word <b>rhythm</b> in music means a pattern of sound made with a combination of long and short sounds, and that it can also refer to the flow of a pattern of other things such as words, breathing or movement.</li> <li>• I know that loud (<b>MF, F, FF</b>) and quiet (<b>MP, P, PP</b>) in music is called '<b>dynamics</b>' and that these directions can sometimes fade in and out as well as change suddenly.</li> <li>• I know that music is often recorded on a <b>stave</b> (5 lines) with a <b>clef</b> to show the <b>pitch</b> of the notes.</li> <li>• I know that the <b>bass</b> clef is for the lower notes and <b>treble</b> clef is for the higher notes.</li> <li>• I know the <b>duration and names</b> of some musical notes (e.g. <b>semi breve, minim, crotchet</b>) and can show this using symbols and fractions or explain verbally.</li> </ul>	Stevie Wonder Rachel Portman
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**Skills**

KS2 including direct reference to national curriculum aims	Knowledge General knowledge, progressing to music history and music theory	Listen and evaluate		Sing and perform		Create and compose		Understand and explore music creation Including the inter- related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notations)
		Listening	Evaluating	Singing and playing	Performing and sharing	Improvising	Composing	
UKS2  (Working towards in year 5, to be achieved by the end of year 6)	I have developed a basic understanding of the history of music.  I can confidently identify a range of different	I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	I can clearly explain what I like / dislike about a song or music style with reference to musical terms or ideas.  I can articulate how a song or style makes me feel.	I can perform musically in solo and ensemble contexts using my voice with increasing accuracy, fluency, control and expression.  I can sing with good posture.  I can sing a range of parts e.g. solo, in	I can confidently rehearse and perform a part on a tuned instrument, following musical instructions from a leader e.g. louder, quieter, finish etc.	I can improvise for a range of purposes using the inter-related dimensions of music e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations.	I can compose for a range of purposes using the inter- related dimensions of music e.g. pitch, duration, dynamics,	I can use and understand staff and other musical notations.  I can organise and manipulate ideas within musical structures  I understand how pulse, rhythm, pitch, tempo, dynamics,

	<p>musical styles e.g. classical,</p> <p>I know and can explain the difference between pulse and rhythm.</p>	<p>I can listen with attention to detail, and recall sounds with increasing aural memory.</p> <p>I can confidently identify and count the pulse in a piece of music, internally as well as out loud.</p>	<p>I can confidently talk about a song, making reference to the style, lyrics or sections (e.g. chorus, verse, bridge or instruments heard).</p> <p>I can talk about a song making reference to some of the inter-related dimensions of music e.g. its texture, dynamics, tempo, rhythm or pitch.</p> <p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p>	<p>unison, backing vocals, simple rounds and / or harmonies.</p> <p>I am aware of whether my singing is in tune.</p>	<p>I can play an instrument with musicality in solo and ensemble contexts, playing with increasing accuracy, fluency, control and expression.</p>	<p>I can invent rhythms for others to copy or answer.</p>	<p>tempo, timbre, texture, structure and musical notations.</p> <p>I can use technology effectively to support my compositions</p>	<p>texture and structure work together to create a song or music</p>
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