

Music- Upper Key Stage Two

<u>Pupils should be taught to:</u>	<u>How we do this in Y5</u>	<u>How we do this in Y6</u>	<u>Resources/ instruments/ICT</u>	<u>Vocabulary</u>	<u>Notes</u>
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Yr5 pupils will build on instrumental lessons taught in year 4 (fife 2019/20) singing lessons using charanga and class songs to develop control of voice and knowledge of a musical instrument.</p> <p>Instrumental lessons to be delivered by Birmingham music services teacher. Use flute scheme of work on charanga to support. Children will recap how to correctly hold a fife and how to produce sound. Children will recap notes taught previously (BAGCupperF) before attempting to play pieces from charanga using these notes.</p>	<p>Yr6 pupils will build on instrumental lessons taught in year 5 (fife 2019/20) singing lessons using charanga and class songs to develop control of voice and knowledge of a musical instrument.</p> <p>Instrumental lessons to be delivered by Birmingham music services teacher. Use flute scheme of work on charanga to support. Children will recap how to correctly hold a fife and how to produce sound. Children will recap notes taught previously (BAGCupperFB flat) before attempting to play pieces</p>	<p>Yr5 Fifes Sheet music on Charanga Charanga Music service for Charanga lessons.</p> <p>Yr6 Fifes Charanga Music service for Charanga lessons.</p>	<p>Year 5 and 6 Fife instrument Round Harmony Solo Ensemble Texture timbre</p> <p>And Lower ks2</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) 	<p>Differentiation is by outcome. Some children will struggle to produce a clear sound and will require support to recall the position of fingers for each note. A finger chart can be used to support here.</p> <p>A more able child will produce a clear sound and will show fluidity between notes (quick recall and smooth sound). LA- may recall notes taught earlier i.e BAG others to recall newer notes including C (upper), F, - yr 5 ED- yr6</p> <p>Singing- HA to show control over voices, sing in tune and</p>

	<p>Teacher to hear children play individually (solo) before putting it together to create an ensemble. Children will then learn some additional notes (Bflat, E) to develop the range of pieces which are available to them (repeated rhythms and melodic patters) .</p> <p>Opportunities to develop singing at the beginning of each Charanga lesson delivered by Birmingham Music Service. Yr 5 songs to include- I like pizza, Hello Bonjour and 1,121, 2232, a Christmas tree.... Develop use of round using hello bonjour. Use of Charanga to practise choir songs discretion of Music Service teacher - children will then be exposed to full length songs to sing.</p> <p>CHN to show control over voices, sing in tune and</p>	<p>from charanga using these notes. Teacher to hear children play individually (solo) before putting it together to create an ensemble. Children will then learn the note E to develop the range of pieces which are available to them (repeated rhythms and melodic patters) .</p> <p>Opportunities to develop singing at the beginning of each Charanga lesson delivered by Birmingham Music Service. Yr 6 songs to include- I like pizza, Hello Bonjour and 1,121, 2232, a Christmas tree (from year 5) and sitting in the classroom, my name is Joe. Children to use a range of moods and voices to develop control. e.g a Christmas tree in a thinking voice.</p>		<p>follow pitch given by teacher.</p> <p>LA- developing their ability to show control over voices, sing in tune and follow pitch given by teacher.</p>
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	<p>follow pitch given by teacher.</p> <p>CRM objectives</p> <p>Stage 5 Performing he/she can take part in rounds. Stage 5 Performing he/she can perform his/her own rhythmic and melodic patterns on an instrument</p> <p>Stage 5 Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p>	<p>Children to sing I like pizza and Hello bonjour as three part rounds.</p> <p>Use of Charanga to practise choir songs discretion of Music Service teacher - children will then be exposed to full length songs to sing.</p> <p>CRM objectives Stage 6 Performing he/she can sing expressively combining dynamics, tempo and pitch.</p> <p>Stage 6 Performing he/she can take part in three part harmonies and descants.</p> <p>Stage 6 Performing he/she can lead a group inperformance.</p>			
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Children to develop on composing in LKS2 by looking composing using rhythm grids. Compose without instruments and use rhythms previously taught to develop their own</p>	<p>Children to develop on composing in LKS2 by looking composing using rhythm grids. Compose without instruments and use musical notations previously taught</p>	<p>Yr5 Charanga-rhythm grids</p>	<p>Yr 5</p> <ul style="list-style-type: none"> • pitch • dynamics-volume • tempo • rhythm 	

	<p>patterns to fit to a given background. Use charanga.</p> <p>Year 5 to play back their compositions and to begin to evaluate looking for strengths and weaknesses.</p> <p>CRM Stage 5 Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p> <p>Stage 5 Composing he/she can layer sounds to create effects.</p> <p>Stage 5 Composing he/she can compose melodic and rhythmic phrases.</p> <p>Stage 5 Performing he/she can perform his/her own rhythmic and melodic patterns on an instrument</p>	<p>to develop their own patterns to fit to a given background- children to use different backgrounds to be exposed to music from a range of different traditions. Use charanga. Children to use crotchets, minims, quavers and rests in their compositions.</p> <p>Year 6 to play back their compositions to other groups and to begin to evaluate looking for strengths and weaknesses.</p> <p>Class teacher- Year 6 to compose soundscapes, creating an acoustic environment -i.e weather. Children to reflect on their compositions and those of others in the class and discuss the effect of their dynamics, tempo and tumbre.</p> <p>CRM Stage 6 Composing he/she</p>	<p>Yr6 Charanga- Music Explorer - flute Compose using notes and rhythms</p>	<ul style="list-style-type: none"> • beat • pulse • duration (of notes) <p>Yr 6</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • pattern • repetition 	
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		<p>can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p> <p>Stage 6 Composing} he/she can reflect on his/her compositions dynamics, tempo and timbre.</p> <p>Stage 6 Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</p> <p>Stage 6 Listening and Context he/she can evaluate others work thinking about texture, structure, timbre and dynamics.</p>			
<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>In year 5 children will develop skills taught in year 4 by listening to an increasing range of music from resources. Yr 5 link to topic with Viking Warrior (youtube), salsa music (mayans) and other music suggested below in final objective.</p> <ul style="list-style-type: none"> • Discuss pitch 	<p>In year 6 children will develop skills taught previously by listening to an increasing range of music from resources. Yr 6 link to topic with folk music (charanga) and other music suggested below in final objective.</p> <ul style="list-style-type: none"> • Discuss pitch 	<p>YR5 and 6 Charanga BBC ten pieces 100 classical pieces. Youtube</p>	<p>Yr 5 and 6</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse 	<p>Year 5 should be confidently using key vocabulary such as pitch, volume, tempo, rhythm, beat and patterns. They should be able to identify some common instruments in their pieces. GD to use vocabulary above confidently and also discuss changes in tempo, patterns and</p>

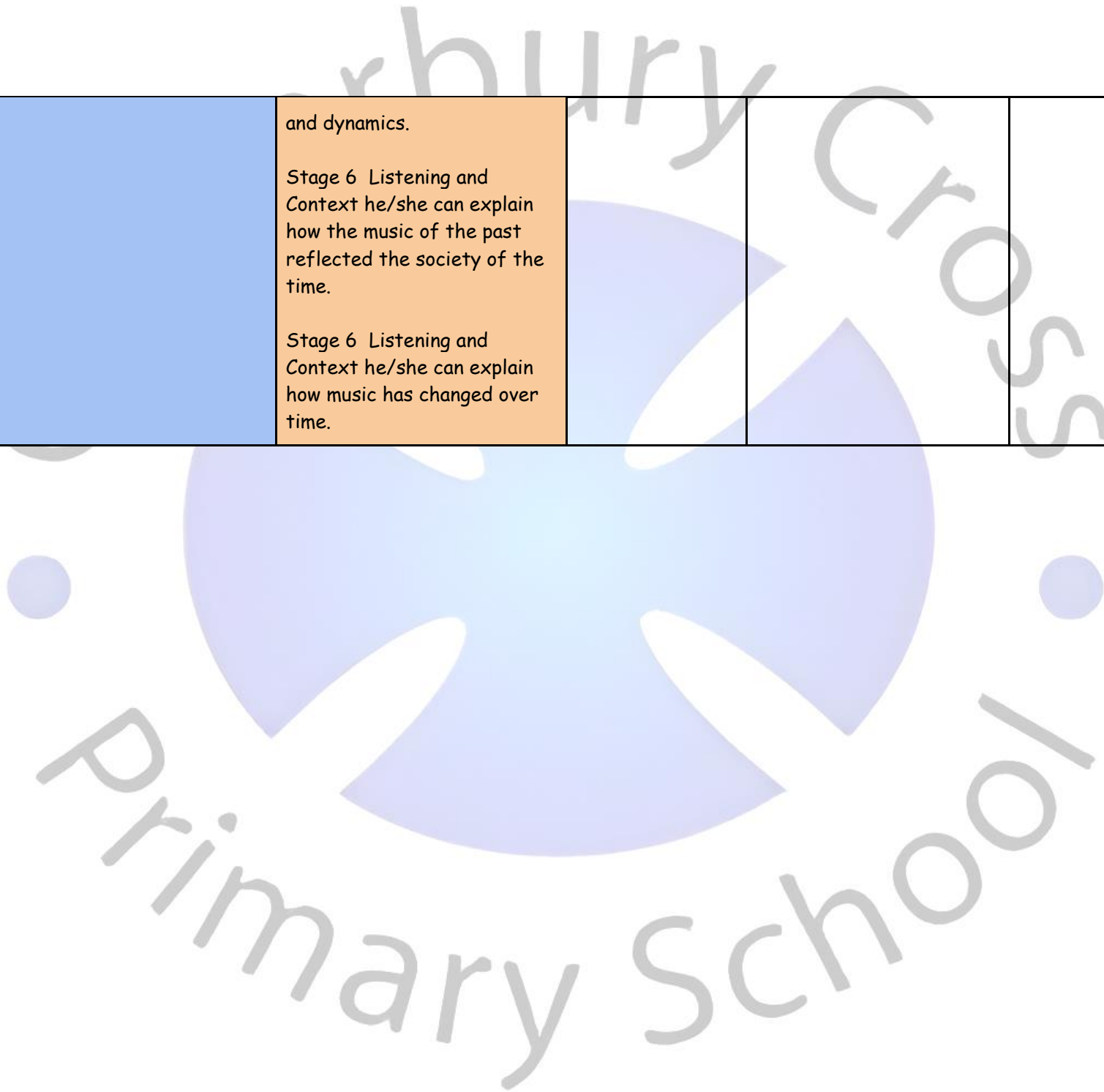
	<ul style="list-style-type: none"> • dynamics- volume • tempo • rhythm and patterns • beat • instruments <p>Previously covered and begin to discuss</p> <ul style="list-style-type: none"> - texture and timbre of the pieces. <p>Yr 5 to think about the mood that composers are trying to create by discussing tempo choices</p> <p>Develop aural memory by clapping beats (increasingly complicated), don't clap this out. 1,121 missing out 4. Etc</p> <p>CRM</p> <p>Stage 5 Listening and Context he/she can begin to explore reasons for composers' tempo choices.</p> <p>Stage 5 Listening and Context he/she can pick out details within a piece and recall these details from memory.</p> <p>Stage 5 Listening and Context</p>	<ul style="list-style-type: none"> • dynamics- volume • tempo • rhythm and patterns • beat • instruments • texture • timbre <ul style="list-style-type: none"> - of the pieces. <p>Year 6 to compare pieces from different periods in history., Including Victorian and modern (film).</p> <p>CRM</p> <p>Stage 6 Listening and Context he/she can compare pieces thinking about texture, structure, timbre and dynamics.</p> <p>Stage 6 Listening and Context he/she can evaluate others work thinking about texture, structure, timbre and dynamics.</p>		<ul style="list-style-type: none"> • duration (of notes) • pattern • repetition • instruments • Texture • Timbre 	<p>any rhythmic changes.</p> <p>Year 6 to confidently use all vocabulary and to pick out the main instruments in the pieces. Children to be able to compare to other music that they have heard throughout education.</p>
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	he/she can find similarities and differences between different historical composers and musicians.				
use and understand staff and other musical notations	<p>Below delivered by Music Service. Children to rhythm grids to compose where children look at a range of different beats including crotchet, quavers (ta, tete) and rests taught in lower ks2 and to look at semi-quavers (tetetete) and minims(2 beats)).</p> <p>Children to recap previous learning by being shown rhythm cards with different note values and to clap these back. Children to then have short rhythms on the card that they clap back.</p> <p>CRM Stage 5 Composing he/she can compose melodic and rhythmic phrases.</p>	<p>Below delivered by Music Service.</p> <p>Children to rhythm grids to compose where children look at a range of different beats including crotchet, quavers (ta, tete) and rests taught in lower ks2 and to look at semi-quavers (tetetete) , minims(2 beats) and semi-breves (half a crotched $\frac{1}{4}$ beats).</p> <p>Children to recap previous learning by being shown rhythm cards with different note values and to clap these back. Children to then have increasingly complicated rhythms on the card that they clap back- rhythms to recap 1-5 and also have more difficult and longer rhythms</p>	<p>YR5 Rhythm grids Beat cards Simple rhythm grids</p> <p>YR6 Value cards Rhythm cards Charanga-rhythm grids</p>	<p>Yr 3 +4 Rest Note Duration Beat Rhythm Pattern</p> <p>Yr 5+ Previous vocabulary + Staff notation</p> <p>Yr 6 Previous vocabulary + Crotchet Minim quavers</p> <p>Children to be encouraged to use vocabulary when discussing music.</p>	<p>Year 6 to recognise 1 beat= crotchet and 2 beat = minim and the rest for other notations they can use rhythmic names taught by music service Ta-a minim Ta- crotches Tete- quavers Tetetete- semi-quavers</p>

	<p>Stage 5 Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p> <p>Stage 5 Performing he/she can perform his/her own compositions from memory.</p>	<p>to improve musical memory.</p> <p>Stage 6 Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</p>			
<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Watch music from BBC ten pieces. These change continuously. T will need to look to choose appropriate piece. Example- Beethoven symphony no 5 first movement. Link to topic- children to listen to Viking warrior. Children to use the listening games in the listening centre</p> <p>Class teacher- Mayans- children can look at music from Latin America- Salsa. Viking Sago Songs website, - Loki the joker</p> <p>CRM</p>	<p>Watch music from BBC ten pieces. These change continuously. T will need to look to choose appropriate piece. Example- Beethoven symphony no 5 first movement. To be taught by class teacher. Children can look at Victorian pieces include traditional folk songs</p> <ul style="list-style-type: none"> - use charanga folk music in the listening centre <p>and composers-</p> <ul style="list-style-type: none"> - Stephen Adams - Michael W. Balfe - John Barnette - James Bland 	<p>YR5 Charanga BBC ten pieces 100 classical pieces. youtube bbc- Viking saga songs Charanga- listening centre, latin genre</p> <p>Yr6 Charanga BBC ten pieces 100 classical pieces. youtube - John Williams , compositions,</p>	<p>Linked Vocabulary that both year groups should know:</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • repetition • timbre • texture • rests • sympathizers • instruments • composers • layers 	<p>T to choose a range of music from different times and genre mention.</p> <p>BBC ten pieces changes regularly.</p> <p>Year 6 to discuss how music has changed. LA- it is more complicated, more layers HA- above and also think about how music now is more varied, richer in sound, use sympathizers (keyboards). All to give preferences and HA to give reasons to support</p>

	<p>Stage 5 Listening and Context he/she can find similarities and differences between different historical composers and musicians.</p> <p>Stage 5 Listening and Context he/she can begin to explore reasons for composers' tempo choices.</p> <p>Stage 5 Listening and Context he/she can pick out details within a piece and recall these details from memory.</p>	<ul style="list-style-type: none"> - Sir Frederic Hymen Cowen - <p>Compare to modern music i.e film you could look at John Williams</p> <ul style="list-style-type: none"> - ET - Harry Potter - Jaws - Star Wars - Indiana Jones - Jurassic park - <p>Discuss how the music has changed and how the layers of music has evolved. Discuss tempo, volume, instruments. Give preferences</p> <p>Look at charanga rhythm grids different backing to compose different traditions.</p> <p>CRM</p> <p>Stage 6 Listening and Context he/she can compare pieces thinking about texture, structure, timbre</p>	<p>Victorian composers- see list to the left.</p> <p>Charanga listening centre- film, tv and folk.</p>		<p>their preferences using musical vocabulary.</p>
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		<p>and dynamics.</p> <p>Stage 6 Listening and Context he/she can explain how the music of the past reflected the society of the time.</p> <p>Stage 6 Listening and Context he/she can explain how music has changed over time.</p>			
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<p>develop an understanding of the history of music.</p>	<p>Children will develop their knowledge of music throughout history through their topic lessons.</p> <p>Year 5 to have music from Viking tradition, south America tradition</p>	<p>In year 6 children will further develop their knowledge of music throughout history through their topic lessons.</p> <p>Year 6 to listen from music from Victorian era.</p>	<p>Y5 and Y6 Charanga BBC ten pieces 100 classical pieces. youtube</p>	<p>Linked Vocabulary that both year groups should know:</p> <ul style="list-style-type: none"> • pitch • dynamics- volume • tempo • rhythm • beat • pulse • duration (of notes) • pattern • repetition • texture • timbre • 	<p>Children to be exposed to pieces from different periods of history. T to plan into topic lessons.</p> <p>Differentiation through questioning and answers. More able children to use a range of vocabulary consistently and accurately. Children to provide opinions and preferences.</p> <p>Year 6 must provide explain how music has changed.</p>
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