

St Johns Meads Music Scheme of Work: Upper Key Stage 2		Year 5	Year 6
Singing	Children use their voices expressively to sing songs in solo and ensemble contexts		
	Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo		
	Children improvise using their voices to fit with the given rhythm or song		
	Children use their voices creatively during singing, showing understanding of the mood of the song and varying their voices accordingly		
	Children learn to sing harmonies, echoes and descants		
Rhythm	Children use their voices expressively by speaking chants and rhymes		
	Children vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo		
	Children improvise rhythms using their bodies or unpitched instruments while listening to a piece of music and can distinguish between 3/4 and 4/4		
	Children can play a rhythm while others are playing different rhythms, keeping in time		
	Children learn to read musical notation: crotchets, quavers, minims, rests, semi-breve, dotted crotchets		
	Children write and play their own rhythms to accompany a song		
Listening	Children listen with concentration and understanding to a range of high-quality live and recorded music		
	Children listen to a wide range of music drawn from different traditions and from great composers and musicians		
	Children begin to recognise different instrument sounds - strings, brass, wind, percussion, piano and learn the names of the main orchestral instruments		
	Children describe how the music makes them feel, increasing their vocabulary when describing and compare contrasting pieces		

	Children re-create what they have heard using their bodies or unpitched instruments with increasing aural memory		
	Children use musical vocabulary when describing the music - texture, timbre, dynamics, tempo, ostinato		
	Children learn some of the main styles of music and recognise when they hear them - eg. classical, rock, jazz, pop		
	Children learn how music has changed/stayed the same over time		
Composing	Children experiment with, create, select and combine sounds		
	Children work in small groups to create music for a wide range of purposes		
	Children use what they have learned in the other areas of music in their compositions		
	Children write their own symbols to represent the sounds they are making and begin to use crotchets, quavers, minims and rests to represent the rhythms they compose		
	Children compose in a group and blend different sounds to create a piece of music with variety of dynamics, timbre and texture		
Performing	Children sing songs confidently and with sensitivity to the style of the piece		
	Children can perform rounds, harmonies, echoes and descants keeping time and tuning		
	Children play and improvise using untuned instruments in time and can vary dynamics, tempo and rhythm		
	Children perform compositions in a group showing understanding of others' roles and using the music they have written		
	Children continue to learn to play the recorder, reading the musical notation for those notes and performing simple crotchet/quaver/minim/rest tunes solo and in groups		
	Children practice and perform popular songs in a group using voices and pitched/unpitched instruments with skill and accuracy, drawing on the learning from other areas of music		

