



UPPER KEY STAGE TWO



MUSIC

Year A						
	TOPIC		National Curriculum	Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i>	Vocabulary	Resources:
Year 5 & 6	Vikings vs. Anglo Saxons: Britain is the prize!	Year 5 - Composition notation	<i>Play and perform in solo and ensemble contexts, using their voices (and playing instruments) with increasing accuracy, fluency, control and expression</i>	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	Melody, improvising, notation, motif, call and response, unison, verse, structure, major, minor, tempo, ensemble	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/ks2-yr5-music-composition-and-staff-notation/
		Year 6 - Theme and variation	<i>Improvise and compose music for a range of purposes using the inter-related dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	Pop art, orchestra, pulse, notation, diaphragm, melody, phrase, rhythm, $\frac{3}{4}$ time, $\frac{4}{4}$ time	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/pop-art/
	The Kingdom of Benin	Year 5 - South and West Africa	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory</i>	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.	Chord progression, major chords, minor chords, break, call and response, a capella, soloist, duo, syncopation, rest	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/south-and-west-africa/



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		<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>			
	Year 6 - Advanced rhythm	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> <i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i>	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.	Canon, compose, improvise, Kodaly method, melody, music critic, notate, pulse, rhythm, unison	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/advanced-rhythms/
The Island	Year 5 - Looping and remixing	<i>Improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>Use and understand staff and other musical notations</i>	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals. To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that remix is music that has been changed, usually so it is suitable for dancing to.	Layers, loop, remix, fragment, melody line, structure, back beat	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/dance-music/
	Year 5 - Blues	Develop an understanding of the history of music Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression Learn to sing and to use their voices, to create and compose	To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	12 bar blues, chord, scale, ascending scale, descending scale, blues, scale, improvisation, bent notes, bar, quaver	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/blues/



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			music on their own and with others			
Year B						
Year 5 & 6	Battle of Britain	Year 6 - Music of World War two	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> <i>Develop an understanding of the history of music</i>	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	Expression, dynamics, diaphragm, melody, melody line, counter melody, pitch, score, graphic score	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/ww2/
		Year 6 - Film Music	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	Chromatics, composition, evoke, graphic score, imagery, improvise, minor/major key, modulate, notate, pitch, sound effects, sound track, tremolo, unison	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/film-music/
	Explorers	Year 6 - Dynamics, pitch and texture	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	Depict, composition, conductor, graphic score, improvise, notate, ensemble	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/coast-fingals-cave-by-men-delssohn/
		Year 5 - Composition to represent festivals	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great</i>	To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. To understand that human voices	Composition, synaesthesia, major, minor, layering	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/holi-festiv



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			<i>composers and musicians</i>	have their own individual timbre, and that this can be adapted by using the voice in different ways. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		a/
Ancient Greece	Year 5 - Musical theatre	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</i>	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	Composer, librettist, lyricist, director, choreographer, designer, performer, character song, action song, transition, score, script	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-5/musical-theatre/	
	Year 6 - Leavers song	<i>Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals.	Lyrics, tempo, arrangement, chords, backing track, rhythmic pattern, verse-chorus structure, dynamics, melody, chord progression	https://www.kapowprimary.com/subjects/music/upper-key-stage-2/year-6/leavers-song/	