

		Year 5		Year 6	
		Knowledge	Skills	Knowledge	Skills
Listen and Appraise		<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>• To know the style of the five songs and to name other songs from the Units in those styles.               <ul style="list-style-type: none"> <li>• To choose two or three other songs and be able to talk about:                   <ul style="list-style-type: none"> <li>○ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> </ul> </li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>1. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>2. Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>3. Name some of the instruments they heard in the songs</li> <li>4. The historical context of the songs. What else was going on at this time?</li> </ol>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit</li> <li>• songs.</li> <li>• Talk about the music and how it makes you feel</li> </ul>	<ul style="list-style-type: none"> <li>• To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>• To know the style of the songs and to name other songs from the Units in those styles.</li> <li>• To choose three or four other songs and be able to talk about:               <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>○ Know and talk about that fact that we each have a musical identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• 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.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• 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</li> </ul>

Callowell Music Progression of Knowledge and Skills Y5&Y6

Games	<ul style="list-style-type: none"> <li>• Know and be able to talk about:</li> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</li> <li>• <b>Bronze Challenge</b> ◦ Find the pulse ◦ 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</li> <li>• <b>Silver Challenge</b> ◦ Find the pulse ◦ Lead the class by inventing rhythms for others to copy back ◦ Copy back two-note riffs by ear and with notation ◦ Question and answer using two different notes</li> <li>• <b>Gold Challenge</b> ◦ Find the pulse ◦ Lead the class by inventing rhythms for them to copy back ◦ Copy back three-note riffs by ear and with notation ◦ Question and answer using three different notes</li> </ul>	<ul style="list-style-type: none"> <li>• Know and be able to talk about:</li> <li>• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</li> <li>• <b>Bronze Challenge</b> ◦ Find the pulse ◦ 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</li> <li>• <b>Silver Challenge</b> ◦ Find the pulse ◦ Lead the class by inventing rhythms for others to copy back ◦ Copy back two-note riffs by ear and with notation ◦ Question and answer using two different notes</li> <li>• <b>Gold Challenge</b> • Find the pulse • Lead the class by inventing rhythms for them to copy back • Copy back three-note riffs by ear and with notation • Question and answer using three different notes</li> </ul>
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Callowell Music Progression of Knowledge and Skills Y5&Y6

Singing	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about:             <ul style="list-style-type: none"> <li>◦ Its main features</li> <li>◦ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul> </li> <li>• To know what the song is about and the meaning of the lyrics             <ul style="list-style-type: none"> <li>◦ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo. To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about:             <ul style="list-style-type: none"> <li>◦ Its main features</li> <li>◦ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>◦ To know what the song is about and the meaning of the lyrics</li> <li>◦ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>
Playing	<ul style="list-style-type: none"> <li>• To know and be able to talk about</li> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• 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.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>

Callowell Music Progression of Knowledge and Skills Y5&Y6

Improvisation	<ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one or two notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians It is planned and different for each occasion</li> <li>• It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> <li>• 1. Play and Copy Back ○ <b>Bronze</b> – Copy back using instruments. Use one note. ○ <b>Silver</b> – Copy back using instruments. Use the two notes. ○ <b>Gold</b> – Copy back using instruments. Use the three notes.</li> <li>• 2. Play and Improvise You will be using up to three notes: ○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer. ○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> <li>• 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ <b>Bronze</b> – Improvise using one note. ○ <b>Silver</b> – Improvise using two notes. ○ <b>Gold</b> – Improvise using three notes.</li> <li>• Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about improvisation:</li> <li>• Improvisation is making up your own tunes on the spot</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• To know that using one, two or three notes confidently is better than using five</li> <li>• To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>• To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>• To know three well-known improvising musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> <li>• 1. Play and Copy Back ○ <b>Bronze</b> – Copy back using instruments. Use one note. ○ <b>Silver</b> – Copy back using instruments. Use the two notes. ○ <b>Gold</b> – Copy back using instruments. Use the three notes</li> <li>• 2. Play and Improvise You will be using up to three notes: ○ <b>Bronze</b> – Question and Answer using instruments. Use one note in your answer. ○ <b>Silver</b> – Question and Answer using instruments. Use two notes in your answer. Always start on a G. ○ <b>Gold</b> – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> <li>• 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: ○ <b>Bronze</b> – Improvise using one note. ○ <b>Silver</b> – Improvise using two notes. ○ <b>Gold</b> – Improvise using three notes.</li> <li>• Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul>
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Callowell Music Progression of Knowledge and Skills Y5&Y6

Composition	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>• Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>• Explain the keynote or home note and the structure of the melody.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>• To know and be able to talk about:</li> <li>• Performing is sharing music with an audience with belief</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• Everything that will be performed must be planned and learned</li> <li>• You must sing or rap the words clearly and play with confidence</li> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>