



Children know 5 songs from memory, their styles, who sang or wrote them, when they were written, and why.



Children can choose two or three songs and talk about:

- Style indicators
- Its lyrics – what the songs are about
- Any musical dimensions featured and where they are used
- The structure of the songs
- The instruments used
- The historical context of the songs
- The fact we each have a musical identity

Children know and confidently sing 5 songs and their parts from memory with a strong internal pulse.

They choose a song and can talk about:

- Its main features
- Singing in unison, the solo, lead vocal, backing vocals, or rapping

Children know and can talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, F, A, B + C on the treble staff
- The instruments they might play or be played in a band or orchestra or by friends



Children know three well-known improvising musicians. For example, J. S, Bach, Mozart, and Beethoven.



Performing is sharing music with an audience with belief. It can involve an audience of people you do not know.



Vocabulary

Year 5

Amplifier	A machine that makes something louder
Appraising	Responding to music; saying how a piece of music made you feel
Backbeat	A steady pronounced rhythm
Ballad	A song set to a slow tempo dealing with themes of love and loss
Bridge	Part of a song that contrasts with the rest
Cover	A new performance of a previously recorded song by another artists
Harmony	Two or more notes heard simultaneously
Interlude	A musical part put between the parts of a longer composition
Syncopation	A purposeful disturbance of the two- or three-beat stress pattern

Year 6

Dimensions of music	How any sound can be described and the ways in which each dimension can be changed to create musical effects
Ostinato	A musical phrase or rhythm that is repeated persistently
Phrases	A sentence in music; a single unit of music that makes sense on its own
Producer	Someone who helps an artist with their recording project

Children recognise the connection between sound and symbol.