

End of Key Stage Expectations

Expected Musical Learning for Upper Key Stage 2 - Year 6

This document provides five progressive teacher statements with supporting pupil statements for each Strand of Musical Learning in Key Stage 2.

At the end of each Key Stage, the teacher and pupils will use the statements below to ensure a full understanding of each **Strand of Musical Learning**. The combined outcome of knowledge from each Strand can be added to the **Assessment Log** by using the shorthand; working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +.

Pupil Statements

The pupil statements match the teacher statements and are written using language that the pupils will understand. Pupil statements are written in *italics* to distinguish them from the rest of this document.

A general “I can” statement will not ensure conceptual understanding or depth of learning, therefore many of the pupil statements ask for a more demanding and thought-through response indicated by phrases such as:

I recognise/can identify these styles because...

The pupil statements can be extracted, or left within their discrete Strand of Musical Learning, and should be used as a focus to reinforce musical learning as appropriate.

This in-depth musical learning sequence will embed over time, developing skills with repetition.

Evidence

Create digital evidence of musical, social and cultural outcomes and upload to the Evidence tab for your class in the ‘My Pupil Groups’ area of ‘My Workspace’ on the Charanga website.

The Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
 - a. Games
 - b. Singing
 - c. Playing Instruments
 - d. Improvisation
 - e. Composition
3. Perform and Share

1. Listen & Appraise

1. Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds.

I enjoy listening to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise / identify different style indicators and different instruments and their sounds. Here are some examples... (pupil to state some examples).

2. When listening to the music, find and internalise the pulse using movement. Understand the pulse and its role as the foundation of music. Every piece of music has a pulse, a different pulse.

I can find the pulse easily on my own when listening. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different.

3. Use correct musical language to describe the music you are listening to and your feelings towards it.

I can use musical words / language to describe the music we listen to and my feelings towards it. Here are some of the words I use... (pupil to state some examples).

4. Listen, comment on and discuss with confidence, ideas together as a group.

I enjoy listening to others discussing their ideas about the music we listen to. I can comment and discuss respectfully and share ideas.

5. Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.

I can confidently discuss other dimensions of music and how they fit into the music we are listening to. These dimensions are... (pupil to state some examples).

2. Musical Activities

a. Games

1. Find and internalise the pulse securely with confidence and ease, through body movement and within the context of the games track being used.

I can find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.

2. Understand and demonstrate, verbally and physically, that pulse is the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time.

I understand and can explain that pulse is the foundation upon which all other dimensions are built. I can also keep a strong sense of pulse and recognise when I or others are going out of time.

3. Know, understand and demonstrate how pulse and rhythm work together and that:
 - Pulse is the heartbeat of music, a steady beat that never stops.
 - Rhythm is long and short sounds that happen over that steady beat, the pulse. Confidently recognise / identify rhythmic patterns found in speech and general topics. Confidently clap and improvise rhythmic patterns.
 - Demonstrate how pitch works. Demonstrate how pulse, rhythm and pitch work together to create a song.

I understand and can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.

- *Pulse is the heartbeat of music, a steady beat that never stops.*
 - *Rhythm is long and short sounds that happen over that steady beat, the pulse (therefore rhythm changes and pulse stays the same). I can confidently recognise / identify rhythmic patterns found in speech and general topics and clap them to demonstrate. I am confident clapping and improvising quite difficult rhythmic patterns.*
 - *I can demonstrate and explain how pulse, rhythm and pitch work together to create a song.*
4. Build on and progress from, keeping a steady pulse to clapping a more complex rhythm; improvising a rhythm and, using pitch, improvise using the voice.

I feel confident creating my own rhythms and short improvised melodies with my voice over the games track... (pupil to state some examples).

5. Understand how the other dimensions of music are sprinkled through songs and pieces of music.

I understand how the other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it... (pupil to state some examples).

b. Singing

1. Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together.

I enjoy singing in an ensemble / group. I think about pronouncing words correctly, singing in tune and how the whole song fits together.

2. Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

I understand the importance of warming up my voice to keep it safe. Here are some other things I need to remember... (pupil to state some examples).

3. Have a greater understanding of melody, words and their importance and how to interpret a song musically.

I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.

4. Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.

I feel the pulse when I sing, I understand how important it is to work together as an ensemble... (pupil to explain).

5. Understand the workings of an ensemble / choir, how everything fits together. Follow the leader / conductor and have a chance to be the leader / conductor - stopping and starting the group. Sing confidently and fluently, maintaining an appropriate pulse. Suggest, follow and lead simple performance directions. Demonstrate musical quality - eg clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

I have had the chance to be a leader of my group. I can stop and start the group on my own and help them to keep the pulse. It is sometimes important to have a leader to follow because... (pupil to explain).

Sometimes we need to make our own musical decisions because... (pupil to explain).

c. Playing Instruments

1. Continue to use glocks, recorders, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose.

I still enjoying playing my instrument, my instrument is...

I can play tunes and improvise and compose using my instrument.

2. Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate.

I am happy playing different parts by ear and sometimes with notation if I can.

3. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc. Maintain an independent part in a small group.

I enjoy playing in a group / ensemble and on my own (solo). I can play a different part to others and keep it going within the ensemble.

4. Continue to treat each instrument with respect and use the correct techniques to play them.

I continue to look after my instrument and treat it with respect... (pupil to explain how).

5. Build on understanding the basics and foundations of formal notation - an introduction.

I understand that music has a language and it is called notation. I can read and understand some notes... (pupil to state some examples if they have any. It is not compulsory for everyone to read music / formal notation.)

d. Improvisation

1. Create musical improvisations with voices and instruments within the context of the song being learnt.

I feel confident creating improvised melodies with my voice and instrument... (pupil to state some examples).

2. Understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated. If written down in any way or recorded it then becomes a composition.

I can explain what improvisation is... (pupil to explain).

3. Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes.

I feel confident / happy improvising on my own and in my group / ensemble.

4. Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies.

I feel confident using harder rhythms that lead to harder melodies. (How do you feel you are progressing? Pupil to explain.)

5. Build an improvisation starting with three then eventually five notes or a pentatonic scale. Integrate a deeper knowledge of the interrelated dimensions of music ie how rhythm and tempo and dynamics are part of the creation. Use voice, sounds, technology and instruments in creative ways.

I use (eg five)... notes and I used to use (eg three)... notes to improvise with. I feel more secure using (eg five)... notes.

e. Composition

1. Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.

I am/We are confident creating my/our own tunes within the song we are learning, on my own and in a group.

2. Move beyond composing using two notes, increasing to three notes then five if appropriate.

I/We are confident using... notes when composing.

3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. Notate music in different ways, using graphic / pictorial notation, video, ICT or with formal notation if appropriate.

I/We record our compositions using... (pupil to state some examples).

4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo), describe the quality of sounds and how they are made (timbre).

I/We have various ways to make our compositions sound more interesting... (what are they? Pupil to state some examples.)

5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.

I/We have used different ways to write down our compositions, some of them are... (pupil to state some examples).

3. Perform and Share

1. Work together as part of an ensemble / band, adding some direction and ideas. Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc.

I can explain why we work together in an ensemble and what it means to do so.

2. Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance.

I am confident in my role within a performance. I feel secure with my class ensemble.

3. Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.

Our performance will include everything that we have learnt in our music lessons. This is what we have learnt... (pupil to state some examples).

4. Practise, rehearse and present performances with more understanding and awareness of an audience and their needs. Understand that performance can influence how music is presented. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.

I think it is important to have an understanding of our audience because... (pupil to explain).

5. Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.

We benefit from watching our performance back because... (pupil to explain).