

Music Progression of Skills and Knowledge (KS2)



Year 3 and 4

Year 5 and 6

Controlling sounds through singing and playing (performing)

Sing songs from memory with accurate pitch and in tune.

Show control in voice and pronounce the words in a song clearly (diction).

Maintain a simple part within an ensemble.

Play notes on instruments clearly and including steps/ leaps in pitch.

Improvise (including call and response) within a group using 1 or 2 notes.

Sing in tune, breathe well, pronounce words, change pitch and dynamics.

Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).

Perform with control and awareness of what others are singing/ playing.

Improvise within a group using more than 2 notes.

Show control, phrasing and expression in singing. Hold part in a round (pitch/structure).

Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.

Improvise on own with increasing aural memory.

Sing or play from memory with confidence.

Take turns to lead a group.

Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.

Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale

Creating and developing musical ideas (composing)

Compose and perform melodies using two or three notes.

Use sound to create abstract effects (including using ICT).

Create/ improvise repeated patterns (ostinati) with a range of instruments.

Effectively choose, order, combine and control sounds (texture/ structure).

Compose and perform melodies using three or four notes.

Make creative use of the way sounds can be changed, organised and controlled (including ICT).

Create accompaniments for tunes using drones or melodic ostinati (riffs).

Create (dotted) rhythmic patterns with awareness of timbre and duration.

Compose and perform melodies using four or five notes.

Use a variety of different musical devices including melody, rhythms and chords.

Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).

Compose and perform melodies using five or more notes.

Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.

Create music reflecting given intentions and record using standard notation.

Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).

Responding and reviewing (appraising)	<p>Internalise the pulse in music.</p> <p>Know the difference between pulse and rhythm.</p> <p>Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure.</p> <p>Use these words to identify where music works well/ needs improving.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music.</p> <p>Listen to several layers of sound (texture) and talk about the effect on mood and feelings.</p> <p>Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.</p> <p>Identify orchestral family timbres.</p> <p>Identify cyclic patterns.</p>	<p>Know how pulse, rhythm and pitch fit together.</p> <p>Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).</p> <p>Use these words to identify strengths and weaknesses in own and others' music.</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>Use musical vocabulary confidently to describe music.</p> <p>Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing.</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p> <p>Refine and improve own/ others' work.</p>
Listening and applying Knowledge and understanding	<p>Use musical Dimensions together to compose music.</p> <p>Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration).</p> <p>Play with a sound then-symbol approach.</p> <p>Use silence for effect and know symbol for a rest (duration).</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Combine sounds expressively (all dimensions).</p> <p>Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).</p> <p>Know that sense of occasion affects performance.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Create music with an understanding of how lyrics, melody, rhythms and Accompaniments work together Effectively (pitch/texture/ structure).</p> <p>Read/ work out the musical stave (notes as Year 4).</p> <p>Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.</p> <p>Describe different purposes of music in history/ other cultures.</p>	<p>Use increased aural memory to recall sounds accurately.</p> <p>Use knowledge of musical dimensions to know how to best combine them.</p> <p>Know and use standard musical notation to perform and record own music (adding dotted quavers).</p> <p>Use different venues and occasions to vary performances. (Combining all musical dimensions).</p> <p>Describe different purposes of music in history/ other cultures.</p>