



Progression of skills in Music KS2

Skill	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Begin to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music. Begin to listen with attention to detail and recall sounds with increasing aural memory. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music. Begin to listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

<p>timbre, texture, structure, and appropriate musical notations.</p>	<ul style="list-style-type: none"> • <i>Begin to use and understand staff and other musical notations.</i> 		<ul style="list-style-type: none"> • <i>Begin to develop an understanding of the history of music.</i> 	<ul style="list-style-type: none"> • <i>Develop an understanding of the history of music.</i>
<p>Controlling sounds through singing and playing (play and perform).</p>				
<p>Sing songs in unison and two parts</p>	<ul style="list-style-type: none"> • To sing songs with lyrics and in sol-fa in a variety of genres in unison, becoming aware of pitch. • Sing as part of a choir. • Sing a widening range of unison songs, of varying styles and structures. • Demonstrate good singing posture. • Perform actions confidently and in time to a range of action songs. • Sing songs from memory and/or from notation. • Sing with awareness of following the beat. • Sing with attention to clear diction. • Sing expressively, with attention to the meaning of the words. • Sing in unison. Understand and follow the leader or conductor. • Copy back simple melodic phrases using the voice. 	<ul style="list-style-type: none"> • To sing with lyrics and in sol-fa in a variety of genres in unison and in a round maintaining the correct pitch and using increasing expression. • Rehearse and learn songs from memory and/or with notation. • Sing in different time signatures: 2/4, 3/4 and 4/4. • Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. • Demonstrate vowel sounds, blended sounds and consonants. • Sing 'on pitch' and 'in time'. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. 	<ul style="list-style-type: none"> • To sing songs with lyrics and in sol-fa in a variety of genres in unison, in a round and begin to sing in parts with clear diction, controlled pitch, and sense of phrase. • Rehearse and learn songs from memory and/or with notation. • Sing in 2/4, 3/4, 4/4 and 6/8 time. • Sing in unison and parts, and as part of a smaller group. • Sing 'on pitch' and 'in time'. Sing a second part in a song. • Self-correct if lost or out of time. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Develop confidence as a soloist. • Talk about the different styles of singing used for different styles of song. 	<ul style="list-style-type: none"> • To sing songs with lyrics and in sol-fa, in a variety of genres in unison, solo, in a round and sing in parts with clear diction, controlled pitch, and sense of phrase. • Rehearse and learn songs from memory and/or with notation. • Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. • This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing in parts where appropriate. • Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. • Sing with and without an accompaniment. • Sing syncopated melodic patterns. • Demonstrate and maintain good posture and breath control whilst singing. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Lead a singing rehearsal.

Listening, memory and movement.	<ul style="list-style-type: none"> • Use Dalcroze movement in small groups lessons to develop and embed pulse. • Explore and choose different movements to describe. • Regularly listen to relevant a variety of genres music 	<ul style="list-style-type: none"> • Use Dalcroze movement in small groups lessons to develop and embed pulse. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Regularly listen to relevant a variety of genres music. 	<ul style="list-style-type: none"> • Use Dalcroze movement in small groups lessons to develop and embed pulse. • Internalise short melodies and play these on instruments (by ear). • Regularly listen to relevant a variety of genres music 	<ul style="list-style-type: none"> • Use Dalcroze movement in small groups lessons to develop and embed pulse. • Listen to longer pieces of music and identify features using musical vocabulary
Play tuned and un-tuned instruments	<ul style="list-style-type: none"> • To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. • Develop technique on instrument, with some beginning wind/brass. 	<ul style="list-style-type: none"> • To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. • Develop technique on tuned instrument. 	<ul style="list-style-type: none"> • To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. • Develop technique on tuned instrument. 	<ul style="list-style-type: none"> • To play and perform with accuracy, fluency, control, and expression. • Develop technique on tuned instrument. • Take ABRSM Grade Exam if appropriate.
Reading and writing notation				
To know that music is produced in different ways and described through relevant established and invented notations.	<ul style="list-style-type: none"> • To begin to recognise simple notations to represent music, including pitch and dynamics. 	<ul style="list-style-type: none"> • To understand and begin to use established and invented musical notations to represent music. 	<ul style="list-style-type: none"> • To recognise and use a range of musical notations including staff notation. 	<ul style="list-style-type: none"> • To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To practise, rehearse and Present performances with an awareness of the audience	<ul style="list-style-type: none"> • To think about others while performing. • To show performance skill addressing an audience 	<ul style="list-style-type: none"> • Perform twice a year with ensembles. • To show performance skill addressing an audience 	<ul style="list-style-type: none"> • To maintain my own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> • To think about the audience when performing and how to create a specific effect.
Creating and developing musical ideas (Create and Compose)				
Improvise, developing rhythmic and	<ul style="list-style-type: none"> • To create simple rhythmical and melodic 	<ul style="list-style-type: none"> • To create rhythmical and simple melodic patterns 	<ul style="list-style-type: none"> • To create and improvise increasingly complicated 	<ul style="list-style-type: none"> • To create and improvise melodic and rhythmic phrases as part of a group performance and compose

melodic material when performing	patterns that use a small range of notes.	using an increased number of notes. <ul style="list-style-type: none"> Explore improvisation over a small range of notes to a backing track. 	rhythmic and melodic phrases within given structures. <ul style="list-style-type: none"> Begin to explore notated composition. 	by developing ideas within a range of given musical structures.
Explore, choose, combine and organise musical ideas with musical structures	<ul style="list-style-type: none"> To begin to join simple layers of sound, e.g., a background rhythm and a solo melody. 	<ul style="list-style-type: none"> To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. 	<ul style="list-style-type: none"> To create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Responding and reviewing appraising skills				
Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	<ul style="list-style-type: none"> Confidently to give an explanation about what musical features can allow a listener to feel a certain way e.g., quiet = sleepy Understand how to create effects on an instrument. 	<ul style="list-style-type: none"> To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. Explore how to create effects on an instrument. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music beginning to use musical vocabulary. 	<ul style="list-style-type: none"> To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To reflect on and improve own and others work in relation to its intended effect.	<ul style="list-style-type: none"> To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> To comment on the effectiveness of own work, identifying, and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> To comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding				
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, and silence can be organised within musical structures and used to communicate different moods and effects.	<ul style="list-style-type: none"> To understand how different musical elements are combined and used to create an effect. 	<ul style="list-style-type: none"> To understand how different musical elements are combined and used expressively. Begin to create effects on an instrument. 	<ul style="list-style-type: none"> To begin to identify the relationship between sounds and how music can reflect different meanings. 	<ul style="list-style-type: none"> To identify and explore the relationship between sounds and how music can reflect different meanings.

<p>To understand how time and place can influence the way music is created.</p>	<ul style="list-style-type: none"> To listen to and begin to respond to music drawn from different traditions and great composers and musicians. <p>Early Music & Renaissance</p> <ul style="list-style-type: none"> Explore the music of the Medieval period, including Gregorian chant, secular songs, and early polyphony. Discuss the role of music in religious and secular life during this period. Analyse examples of Medieval music, identifying key features such as monophony, drone, and use of modes. Analyse examples of Renaissance choral music, including motets and masses, focusing on features such as polyphony and imitation. Explore the emergence of instrumental music during this period, including dance music and early forms of the sonata. 	<ul style="list-style-type: none"> To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers, and musicians. <ul style="list-style-type: none"> Baroque 1600 AD – 1760 AD Explore the music of the Baroque period, including the music of Bach, Handel, and Vivaldi. 	<ul style="list-style-type: none"> To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. 	<ul style="list-style-type: none"> To identify and explore the relationship between sounds and how music can reflect different meanings.
<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles</p>	<ul style="list-style-type: none"> Learn about great composers and the importance of them. 	<ul style="list-style-type: none"> Develop learning of a range of composers and musical styles 	<ul style="list-style-type: none"> Develop learning of a range of composers and musical styles 	<ul style="list-style-type: none"> Develop learning of a range of composers and musical styles

<p>and traditions including great composers and musicians.</p>	<ul style="list-style-type: none"> • Perform and listen to a range of genres of music e.g., simple folk tunes, seasonal music. • Listen & Appraise: Gregorian Chant, Music from Compline by Traditional, L'autrier Pastoure Seoit The Other Day A Shepherdess Was Sitting, Greensleeves. Learn local songs that can be developed into a round such as Keel Row. • Link: https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era/1311878-early-music • Genre: Folk and Pop Listening games. • https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era 	<ul style="list-style-type: none"> • Experience and listen to a range of genres of music e.g., folk tunes, jazz improvisation. <p>Analyse examples of Baroque music, focusing on features such as the use of ornamentation, complex polyphony, and the development of instrumental music.</p> <ul style="list-style-type: none"> • Discuss the emergence of new forms such as the concerto and opera. • Learn to sing the song: The Oak and the Ash – Baroque https://www.musicpartnershipnorth.co.uk/charanga-sing/resources/21059-learn-to-sing-the-song-the-oak-and-the-ash • Explore The Classical Period and the Romantic Period. • Learn the song God Save The King. • The Blue Bell of Scotland • Link: https://www.musicpartnershipnorth.co.uk/charanga-sing#search=authenticity_token=dbf9ba7d561511e43da549700f529198185 	<ul style="list-style-type: none"> • Experience and listen to a range of genres of music e.g., folk tunes, jazz improvisation. <p>EARLY 20th Century Music</p> <ul style="list-style-type: none"> • Discuss the cultural and historical context of the 20th century and how it influenced music. • Analyse examples of 20th century music, including jazz, blues, rock, and classical music, focusing on features such as atonality, experimental forms, and the influence of technology. • Discuss how 20th century music reflects social and cultural changes, such as the rise of mass media and the impact of war. • Learn: Take The 'A' Train by Duke Ellington. • https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era/1311783-jazz-blues • Genre: Jazz & Blues https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era 	<ul style="list-style-type: none"> • Experience, perform and listen to a range of genres of music e.g., folk tunes, jazz improvisation. <p>Mid 20th Century https://www.musicpartnershipnorth.co.uk/freestyle/1314269-listening-centre/1311807-listen-by-styles-genres-or-era/1311783-jazz-blue Contemporary 1960 – present day Adiemus from Songs Of Sanctuary by Karl Jenkins</p>
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Black text – In Harmony, green text delivered by Susan Sinclair, music/singing teacher from Newcastle Music Service.

***Inter-related dimensions of music (dynamics):**

- _ **PULSE:** the steady beat of a piece of a piece of music
- _ **PITCH:** the melody and the way the notes change from low to high and vice versa.
- _ **RHYTHM:** or duration is the pattern of long and short sounds in a piece of music
- _ **DYNAMICS:** Loud and soft
- _ **TEMPO:** Fast and slow
- _ **TIMBRE:** The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- _ **TEXTURE:** Layers of sound (number of instruments or voices playing together)
- _ **STRUCTURE:** The way the music is laid out –e.g. Verse, chorus, verse.