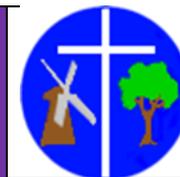


Music Skills Progression Key Stage 2



Key Skills	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation	Year 6 Implementation	Impact
Singing	<ul style="list-style-type: none"> • Sing in two-part harmony • Copy and create a wide range of vocal sounds to incorporate into a song • Sing in two parts (two different melodies) with movements and percussion • Perform a round in three parts 	<ul style="list-style-type: none"> • Perform a poem as an ensemble with rhythmic accuracy to a steady beat • Use beatbox techniques to imitate the sound of a drum kit • Learn to sign partner songs • Sing a call and response song in a minor key in two groups • Sing a song with three simple independent parts • Combine singing, playing and dancing in a performance 	<ul style="list-style-type: none"> • Prepare for a performance by considering narration, performance space, setting up and other logistics • Develop techniques of performing rap using texture and rhythm • Sing and play scales and chromatic melodies accurately • Sing and play percussion in a group pieces with changes in tempo and dynamics • Sing a song in unison and three-part harmony • Sing with attention to accuracy in rhythm, pitch and dynamics 	<ul style="list-style-type: none"> • Demonstrate understanding of pitch through singing from simple staff notation • Demonstrate understanding of beat and syncopation through singing and body percussion • Convey lyrical meaning through expressive singing in a part-song with echoes • Learn to sing major and minor note patterns accurately • Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers • Develop, rehearse and perform a mini musical, including dialogue, singing, playing and movement • Refine vocal performance with consideration of posture, breathing and enunciation • Perform complex song rhythms confidently • Change vocal tone to reflect mood and style 	<ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations

Playing instruments	<ul style="list-style-type: none"> Accompany a song with a melodic ostinato on tuned percussion Perform a pentatonic song with tuned and untuned accompaniment Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned Perform rhythmic ostinati individually and in combination Understand and use pitch notations Read simple rhythm notation Create and perform from a symbol score Read graphic notation to play a melody on tuned instruments 	<ul style="list-style-type: none"> Combine four body percussion ostinati as a song accompaniment Play a pentatonic song with leaps in pitch on tuned percussion Play and sing repeated patterns (ostinati) from staff notation. Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations 	<ul style="list-style-type: none"> Read a melody in staff notation Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities Perform music together in synchronisation with a short movie Develop ensemble playing, focusing on steady beat and placing notes accurately together Control short, loud sounds on a variety of instruments 	<ul style="list-style-type: none"> Demonstrate coordination and rhythm skills by participating in a complex circle game Play a chordal accompaniment to a piece Follow and interpret a complex graphic score for four instruments Play tuned instrumental parts confidently from graphic scores with note names 	<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 Use and understand staff and other musical notations
Improvising and exploring	<ul style="list-style-type: none"> Improvise descriptive music Improvise to an ostinato accompaniment Explore simple accompaniments using beat and rhythm patterns 	<ul style="list-style-type: none"> Improvise in response to visual stimuli, with a focus on timbre Explore household items as instruments and match rhythms with appropriate soundmakers Improvise melodies with a given set of five notes (a pentatonic scale) Explore layers and layering using a graphic score Understand syncopation and clap improvised off-beat rhythms 	<ul style="list-style-type: none"> Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion Learn about jazz scat singing and devise scat sounds Play and improvise using the whole tone scale Create musical effects using contrasting pitch Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities Learn about and explore techniques used in movie soundtracks 	<ul style="list-style-type: none"> Devise, combine and structure rhythms through dance Improvise descriptive music on instruments and other soundmakers 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music

Composing	<ul style="list-style-type: none"> Select descriptive sounds to accompany a poem Choose different timbres to make an accompaniment Make choices about musical structure Create and perform from a symbol score Arrange an accompaniment with attention to balance and musical effect Use a score and combine sounds to create different musical textures 	<ul style="list-style-type: none"> Compose an introduction for a song Compose and notate pentatonic melodies on a graphic score Compose a rap Compose a fanfare Compose and play sequences of word rhythms 	<ul style="list-style-type: none"> Develop a structure for a vocal piece and create graphic scores Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores Use the musical dimensions to create and perform music for a movie Evaluate and refine compositions with reference to the inter-related dimensions of music Create sounds for a movie, following a timesheet 	<ul style="list-style-type: none"> Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music Compose programme music from a visual stimulus 	<ul style="list-style-type: none"> They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening	<ul style="list-style-type: none"> Listen to and learn about Hindustani classical music Learn how sounds are produced and how instruments are classified Listen to and learn about traditional Chinese music Listen to and learn about a Romantic piece of music Listen to and learn about a medieval antiphon Listen to, learn about, play and dance to Tudor dance music 	<ul style="list-style-type: none"> Understand how rhythmic articulation affects musical phrasing Explore the descriptive music of two famous composers of the 20th and 21st century Listen to and learn about 1940s dance band music Listen to and play along with Bhangra music Copy rhythms and a short melody Match short rhythmic phrases with rhythm notation Listen to and learn about Renaissance instruments 	<ul style="list-style-type: none"> Hear and understand the features of the whole tone scale Listen to and learn about modern classical/avant garde music (20th century) Learn about the music of an early Baroque opera Demonstrate understanding of the effect of music in movies 	<ul style="list-style-type: none"> Follow and interpret a complex graphic score for four instruments Experience and understand the effect of changing harmony Listen to and understand modulation in a musical bridge 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Appraising

- Identify the metre in a piece of music
- Recognise rhythm patterns in staff notation
- Recognise pitch shapes

- Identify different instrument groups from a recording
- Describe the structure of a piece of orchestral music
- Develop listening skills by analysing and comparing music from different traditions
- Identify key features of minimalist music
- Compare and contrast the structure of two pieces of music
- Identify the metre of a new song or piece
- Listen to and analyse 20th century ballet music

- Listen to a 19th century tone poem and describe its effects and use of the musical dimensions
- Listen to and analyse 19th century impressionist music using musical vocabulary
- Compare and contrast two pieces of 19th century Romantic music
- Identify changes in tempo and their effects
- Evaluate and refine compositions with reference to the inter-related dimensions of music
- Explore and analyse a song arrangement and its structure
- Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time

- Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music
- Discuss the music of a Russian Romantic composer with reference to a painting from the same period

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.