

# Music Skills and Progression – Key Stage 2



		Year 3	Year 4	Year 5	Year 6
Listen and appraise	Knowledge	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them.</li> <li>To know the style of the five songs.</li> <li>To choose one song and say what the song is about and to be able to talk about:                             <ol style="list-style-type: none"> <li>Its lyric texture, dynamics, tempo, rhythm and pitch.</li> <li>To identify introduction, verse, chorus etc.</li> <li>To Name some of the instruments they heard in the song</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them or wrote them. To know the style of the five songs.</li> <li>To choose one song and be able to talk about:                             <ol style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>To know texture, dynamics, tempo, rhythm and pitch.</li> <li>Identify the introduction, verse, chorus etc.</li> <li>Name some of the instruments they heard in the song.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>To know the style of the five songs and to name other songs from the Units in those styles.</li> <li>To choose two or three other songs and be able to talk about:                             <ol style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li>The historical context of the songs. What else was going on at this time?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:                             <ol style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>The lyrics: what the songs are about</li> <li>Identify texture, dynamics, tempo, rhythm, pitch and timbre</li> <li>Identify the intro, verse, chorus etc.</li> <li>Name some of the instruments used in the songs</li> <li>The historical</li> </ol> </li> </ul>

					<p>context of the songs. What else was going on at this time, musically and historically?</p> <p>7. Know and talk about that fact that we each have a musical identity</p>
	<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To talk about the musical dimensions working together in the Unit songs eg. if the song gets louder in the chorus (dynamics).</li> <li>• Talk about the music and how it makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• When you talk try to use musical words.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and move to the pulse with ease.</li> <li>• To think about the message of songs.</li> <li>• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Use musical words when talking about the songs.</li> <li>• To talk about the musical dimensions working together in the Unit songs.</li> <li>• Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

<b>Singing</b>	<b>Knowledge</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Singing in a group can be called a choir</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To choose a song and be able to talk about:             <ol style="list-style-type: none"> <li>1. Its main features</li> <li>2. Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>3. To know what the song is about and the meaning of the lyrics</li> <li>4. To know and explain the importance of warming up your voice</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>• To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>• To choose a song and be able to talk about:             <ol style="list-style-type: none"> <li>1. Its main features</li> <li>2. Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>3. To know what the song is about and the meaning of the lyrics</li> <li>4. To know and explain the importance of warming up your voice</li> </ol> </li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing. To enjoy exploring singing solo.</li> <li>• To sing with awareness of being 'in tune'.</li> <li>• To re-join the song if lost.</li> <li>• To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To enjoy exploring singing solo. To listen to the group when singing.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing in unison and to sing backing vocals.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To experience rapping and solo singing.</li> <li>• To listen to each other and be aware of how you fit into the group.</li> <li>• To sing with awareness of being 'in tune'.</li> </ul>

<b>Playing</b>	<b>Knowledge</b>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• The glockenspiel.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• The glockenspiel</li> <li>• Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>• Different ways of writing music down – e.g. staff notation, symbols</li> <li>• The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>• The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>

<b>Improvisation</b>	<b>Knowledge</b>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than using five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians</li> </ul>
	<b>Skills</b>	Improvise using instruments in the context of a song to be performed using the improvisation tracks provided	Improvise using instruments in the context of a song to be performed using the improvisation tracks provided	Improvise using instruments in the context of a song to be performed using the improvisation tracks provided	Improvise using instruments in the context of a song to be performed using the improvisation tracks provided
<b>Performance</b>	<b>Knowledge</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the</li> </ul>

				<p>words clearly and play with confidence</p> <ul style="list-style-type: none"> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>	<p>words clearly and play with confidence</p> <ul style="list-style-type: none"> <li>• A performance can be a special occasion and involve an audience including of people you don't know</li> <li>• It is planned and different for each occasion</li> <li>• A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• Present a musical performance designed to capture the audience.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the best place to be when performing and how to stand or sit.</li> <li>• To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>• To choose what to perform and create a programme.</li> <li>• To communicate the meaning of the words and clearly articulate them.</li> <li>• To talk about the venue and how to use it to best effect.</li> <li>• To record the performance and compare it to a previous performance.</li> <li>• To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
<b>Composition</b>	<b>Knowledge</b>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• Performing is sharing music with other people, an audience</li> <li>• A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>• You need to know and have planned everything that will be</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>• Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> </ul>

		<p>performed</p> <ul style="list-style-type: none"> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>		<ul style="list-style-type: none"> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>Notation: recognise the connection between sound and symbol</li> </ul>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or all five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>