



Music

Progression of knowledge, skills and understanding: Key Stage 2

Skills		Class 3 – Y3/4	Class 4 – Y4/5	Class 5 – Y5/6
<i>Singing/Performing</i>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	To sing together and become aware of pitch. To perform simple rhythmic and musical parts, beginning to vary use a small range of notes. To think about others while performing.	To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes and begin to change dynamics. To maintain their own part and be aware how the different parts fit together. To think about others while performing.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain their own part and be aware how the different parts fit together. To think about an audience when performing and how to create a specific effect.
		Vocab: backing vocals, melody, pulse, rhythm, pitch Year A: pop, 1970's Year B: Rhythm & Blues.	Vocab: by ear, melody, backing vocals, pulse, rhythm, pitch Year A: rock Year B: rap	Vocab: pulse, rhythm pitch, by ear, melody, backing vocals, harmony, texture, dynamics, tempo, rhythm, pitch and timbre, intro, verse, chorus Year A: pop

				Year B: 1970's
<u>Listen/Appraise/Composers/History</u>	Listen with attention to detail and recall sounds with increasing aural memory	<p>To listen with attention and begin to recall sounds.</p> <p>To begin to understand how different musical elements are combined and used to create an effect.</p>	<p>To listen to and recall patterns of sounds with increasing accuracy.</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>To understand how different musical elements are combined and used expressively.</p>	<p>To listen to, internalise and recall patterns of sounds with accuracy and confidence.</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings.</p>
	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Vocab: pitch, rhythm, pulse, melody, beat, dynamics, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ</p> <p>Year A: Classical, composer, reggae</p> <p>Year B: Classical, composer, film score</p>	<p>Vocab: pitch, rhythm, pulse, melody, beat, timbre, tempo, dynamics, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ, percussion, piano</p> <p>Year A: composer, classical, civil rights, pop/rock</p> <p>Year B: composer, classical, soul, gospel</p>	<p>Vocab: pitch, rhythm, pulse, melody, beat, timbre, tempo, dynamics, texture, instruments, e.g. drum, guitar (acoustic and electric), keyboard, organ, percussion, piano, strings, bass, wind</p> <p>Year A: composer, "Friday afternoon songs", jazz</p> <p>Year B: classical, composer, film score</p>
<u>Listen/Appraise/Composers/History</u>		<p>To explore and comment on the ways sounds can be combined and used expressively.</p> <p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To listen to, discuss and understand a wide range of high quality live and recorded music</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p>

			<p>drawn from different traditions, great composers and musicians.</p> <p>Discuss and understand how music has changed over time and what influences its creation.</p>	To evaluate how venue, occasion and purpose affects the way that music is created and performed.
		<p>Vocab: structure, introduction, verse, chorus, pulse, rhythm, pitch, tempo, dynamics, backing vocals, melody,</p> <p>Year A: composer, classical, reggae</p> <p>Year B: composer, classical, film score</p>	<p>Vocab: structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.)</p> <p>Year A: composer, classical, civil rights, pop/rock</p> <p>Year B: composer, classical, soul, gospel</p>	<p>Vocab: structure, introduction, verse, chorus, bridge, pulse, rhythm, pitch, tempo, dynamics, solo (music genres, e.g. soul, blues, big band, hip hop etc.), producer, melody, riff, ostinato, harmony, texture, timbre, intro, verse, chorus.</p> <p>Year A: composer, "Friday afternoon songs", jazz</p> <p>Year B: composer, classical, film score</p>
<i>Experiment/Improvisation/Notation/play/perform/Compose</i>	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>To create simple rhythmical patterns using a small range of notes.</p> <p>To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p>	<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>	To create, compose and improvise melodic and rhythmic phrases as part of a group performance by developing ideas within a range of given musical structures.
		<p>Vocab: improvise, compose</p> <p>Year A: improvise, compose</p> <p>Year B: glockenspiel</p>	<p>Vocab: improvise, compose</p> <p>Year A: old-school hip hop</p> <p>Year B: jazz</p>	<p>Vocab: improvise, compose</p> <p>Year A: pop ballad</p> <p>Year B: motown</p>
		To begin to recognise simple notations to represent music, including pitch and volume.	To recognise, use and understand established and invented musical notations to represent music.	To use and apply a range of musical notations to plan, revise and refine musical material.

		Vocab: pitch, volume, pentatonic scale, staff/stave	Vocab: pitch, volume, pentatonic scale, staff/stave, note (lengths and names – crotchet, quaver, minim, rest)	Vocab: pitch, volume, pentatonic scale, staff/stave, note (length and names - crotchet, quaver, minim, rest)