



## Progress in Music: Key Stage 2

### Intent:

We believe that music is a universal and collaborative language that inspires us and allows us to communicate stories and emotions with others. Our children will develop an understanding of pivotal moments in the evolution of music and their place in musical history. Children will recognise that music is associated with key events in their own lives and in a wide range of cultures worldwide through exposure to music from a range of diverse people. We help children to understand the theory of music and provide them with opportunities to evaluate their personal music taste and develop their own composition.

Skill	Year 3		Year 4		Year 5		Year 6	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Listen and Appraise	<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 be able to talk about: <i>its lyrics: what the song is about, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo rhythm and pitch), identify the main sections of the song (introduction, verse, chorus, etc.) and name some of the instruments they heard in the song.</i></li> <li>To know how to find and demonstrate the pulse.</li> <li>To know the difference</li> </ul>	<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 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 be able to talk about: <i>Some of the style indicators of that song (musical characteristics that give the song its style), its lyrics: what the song is about, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo rhythm and pitch), identify the main sections of the song (introduction, verse, chorus, etc.) and name some of the instruments they heard in the song.</i></li> <li>To know and be able to talk about: <i>how pulse, rhythm</i></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 (e.g. dynamics)</li> <li>To talk about the music and how it makes them feel.</li> <li>To listen carefully and respectfully to other people's thoughts about the music.</li> <li>To try and use musical vocabulary when discussing thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them 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 Unit in those styles.</li> <li>To choose one song and be able to talk about: <i>Some of the style indicators of that song (musical characteristics that give the song its style), its lyrics: what the song is about, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo rhythm and pitch), identify the main sections of the song (introduction, verse, chorus, etc.), name some</i></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>To listen carefully and respectfully to other people's thoughts about the music.</li> <li>To use musical vocabulary when discussing thoughts.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>To talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>To know five songs from memory and who sang them 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 Unit in those styles.</li> <li>To choose one song and be able to talk about: <i>Some of the style indicators of that song (musical characteristics that give the song its style), its lyrics: what the song is about, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo rhythm and pitch), identify the main sections of the song (introduction, verse, chorus, etc.), name some of the instruments</i></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>To listen carefully and respectfully to other people's thoughts about the music.</li> <li>To use musical vocabulary when discussing thoughts.</li> <li>To talk about the musical dimensions working together in the Unit songs.</li> <li>To talk about the music and how it makes you feel, using musical language to</li> </ul>

	<p>between pulse and rhythm.</p> <ul style="list-style-type: none"> <li>To know how pulse, rhythm and pitch work together to create a song.</li> <li>To know that every piece of music has a pulse/steady beat.</li> <li>To know the difference between a musical question and an answer.</li> </ul>		<p>and pitch work together, finding the pulse of the music, rhythm is the long and short patterns over the pulse, know the difference between pulse and rhythm, know that pitch is high and low sounds that create melodies, how to keep the internal pulse, and to understand that musical leadership is creating musical ideas for the group to copy or respond to.</p>		<p>of the instruments they heard in the song and the historical context of the songs. What else was going on at the time?</p> <ul style="list-style-type: none"> <li>To know and be able to talk about: how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song, how to keep the internal pulse and know that musical leadership is creating musical ideas for the group to copy or respond to.</li> </ul>		<p>they heard in the song and the historical context of the songs. What else was going on at the time, musically and historically? Know and talk about the fact that we each have a musical identity.</p> <ul style="list-style-type: none"> <li>To know and be able to talk about: how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song, how to keep the internal pulse and know that musical leadership is creating musical ideas for the group to copy or respond to.</li> </ul>	<p>describe the music.</p>
Singing	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>singing in a group can be called a choir, a leader or a conductor is a person who the choir or group follows, songs can make you feel different things, singing as part of an ensemble or large group is fun, but that you must listen to each other and to know why you must warm up your voice.</i></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.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with an 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 know and be able to talk about: <i>singing in a group can be called a choir, a leader or a conductor is a person who the choir or group follows, songs can make you feel different things, singing as part of an ensemble or large group is fun, but that you must listen to each other, to know how a solo singer makes a thinner texture than a large group, and to know why you must warm up your voice.</i></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.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with an awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</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: <i>its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what song is about and the meaning of the lyrics, and to know and explain the importance of warming up your voice.</i></li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy singing solo.</li> <li>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 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: <i>its main features, singing in unison, the solo, lead vocal, backing vocals or rapping, to know what song is about and the meaning of the lyrics, and to know and explain the importance of warming up your voice.</i></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>

<p>Instruments</p>	<ul style="list-style-type: none"> <li>To know and be able to talk about the instruments used in class (a glockenspiel).</li> </ul>	<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 (<i>a one-note, simple or medium part or the melody of the song</i>) 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 know and be able to talk about the instruments used in class (a glockenspiel).</li> <li>To know and be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	<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 (<i>a one-note, simple or medium part or the melody of the song</i>) 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 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>To know and be able to talk about: <i>different ways of writing music down (staff notation, symbols), the notes C, D, E, F, G, A, B + C on the treble stave, and the instruments they might play or be played in a band or orchestra or by their friends.</i></li> </ul>	<ul style="list-style-type: none"> <li>To play a musical instrument with the correct technique within the context of the Unit song.</li> <li>To 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>To know and be able to talk about: <i>different ways of writing music down (staff notation, symbols), the notes C, D, E, F, G, A, B + C on the treble stave, and the instruments they might play or be played in a band or orchestra or by their friends.</i></li> </ul>	<ul style="list-style-type: none"> <li>To play a musical instrument with the correct technique within the context of the Unit song.</li> <li>To 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>
<p>Composition</p>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>a composition is 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. There are different ways of recording compositions (letter names, symbols, audio, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>To help create at least one simple melody using one, three or five different notes.</li> <li>To plan and create a section of music that can be performed within the context of the unit song.</li> <li>To talk about how it was created.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record the composition in any way appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>a composition is 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. There are different ways of recording compositions (letter names, symbols, audio, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>To help create at least one simple melody using one, three or five different notes.</li> <li>To plan and create a section of music that can be performed within the context of the unit song.</li> <li>To talk about how it was created.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>To record the composition in any way appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>a composition is 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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.</i></li> </ul>	<ul style="list-style-type: none"> <li>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>To explain the keynote or home note and the structure of the melody.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>To record the composition in any way appropriate that recognises</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>a composition is 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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.</i></li> </ul>	<ul style="list-style-type: none"> <li>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>To explain the keynote or home note and the structure of the melody.</li> <li>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>To record the composition in any way appropriate that recognises</li> </ul>

		that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		connection between sound and symbol (e.g. graphic/pictorial notation).		connection between sound and symbol (e.g. graphic/pictorial notation).
Performing	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>performing is sharing music with other people, an audience; a performance doesn't have to be a drama! It can be to one person or to each other; You need to know and have planned everything that will be performed; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; and it involves communicating feelings, thoughts and ideas about the song/music.</i></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 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 know and be able to talk about: <i>performing is sharing music with other people, an audience; a performance doesn't have to be a drama! It can be to one person or to each other; You need to know and have planned everything that will be performed; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; and it involves communicating feelings, thoughts and ideas about the song/music.</i></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 know and be able to talk about: <i>performing is sharing music with other people, an audience; a performance doesn't have to be a drama! It can be to one person or to each other; You need to know and have planned everything that will be performed; You must sing or rap the words clearly and play with confidence; A performance can be a special occasion and involve an audience including of people you don't know; It is planned and different for each occasion; and it involves communicating feelings, thoughts and ideas about the song/music.</i></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?"/"it would have been better if..."</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about: <i>performing is sharing music with an audience with belief, a performance doesn't have to be a drama! It can be to one person or to each other, everything that will be performed must be planned and learned, you must sing or rap the words clearly and play with confidence, a performance can be a special occasion and involve an audience including of people you don't know, it is planned and different for each occasion and a performance involves communicating, ideas, thoughts and feeling about the song/music.</i></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?"/"it would have been better if..."</li> </ul>
Improvisation	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation: <i>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; To know that using one or two notes confidently is better than using five; and to know that if you</i></li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation: <i>Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; To know that using one or two notes confidently is better than using five; and to know that if you</i></li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation: <i>improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them, To know that using one or two notes confidently is better than using five, To know that if you</i></li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation: <i>improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them, To know that using one, two or three notes confidently is better than using five, To know that</i></li> </ul>	<ul style="list-style-type: none"> <li>To improvise using instruments in the context of the song they are learning to perform.</li> </ul>

	<i>improvise using the notes you are given, you cannot make a mistake.</i>		<i>improvise using the notes you are given, you cannot make a mistake, and to know that you can use some of the riffs you have heard in the Challenges in your improvisations.</i>		<i>improvise using the notes you are given, you cannot make a mistake, To know that you can use some of the riffs you have heard in the Challenges in your improvisations, and to know three well-known improvising musicians.</i>		<i>if you improvise using the notes you are given, you cannot make a mistake, To know that you can use some of the riffs and licks you have heard in the Challenges in your improvisations, and to know three well-known improvising musicians.</i>	
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