

The Discovery School

KS2 Music Progression of Skills and Knowledge Year 3 – Year 6

Key to understanding this document:

Black = National Curriculum objectives **Red = Knowledge/Skills to be taught** **Green = Resources to be used**

Area of learning	Year 3 Children should be taught to:	Year 4 Children should be taught to:	Year 5 Children should be taught to:	Year 6 Children should be taught to:
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	<p>Sing in tune.</p> <p>Perform simple melodic and rhythmic parts. Improvise repeated patterns.</p> <p>Begin to understand the importance of pronouncing the words in a song well.</p> <p>Start to show control in voice.</p> <p>Perform with confidence.</p>	<p>Sing in tune with awareness of others.</p> <p>Perform simple melodic and rhythmic parts with awareness of others.</p> <p>Improvise repeated patterns growing in sophistication.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing the words in a song well.</p> <p>Show control in voice. Play notes on instruments with care so they sound clear.</p> <p>Perform with control and awareness of what others in the group are singing or playing.</p>	<p>Perform songs with an understanding of the relationship between lyrics and melody.</p> <p>Perform by ear and from notations.</p> <p>Maintain their own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Perform songs with an awareness of the meaning of the words.</p> <p>Perform songs in a way that reflects meaning and the occasion.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Perform significant parts from memory and from notations with awareness of my own contribution.</p> <p>Refine and improve my own work.</p> <p>Sing or play from memory with confidence, expressively and in tune.</p> <p>Perform alone and in a group, displaying a variety of techniques.</p> <p>Take turns to lead a group.</p> <p>Sing a harmony part confidently and accurately.</p>

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Compose music that combines different musical elements. Carefully choose sounds to achieve an effect. Order sounds to help create an <i>effect</i>. Create short musical patterns with long and short sequences and rhythmic phrases.</p>	<p>Compose music that combines several layers of sound. Show awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance.</p>	<p>Improvise melodic and rhythmic material within given structures. Show thoughtfulness in selecting sounds and structures to convey an idea. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.</p>	<p>Notice, analyse and explore the way sounds can be combined and used expressively. Comment on musicians' use of technique to create effect.</p>	<p>Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.</p>	<p>Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.</p>
<p>Use and understand staff and other musical notations.</p>	<p>N/A</p>	<p>Learn to read music during ukulele lessons. Use staff and other musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in music</p>	<p>Know and use standard musical notation of crotchets, minims and semibreves. Indicate how many beats to play in a bar. Understand time signatures. Learn the notes on a stave EGBDF and FACE. Read the musical stave and identify written notation. Draw a treble clef at the correct position on the stave.</p>	<p>Use of a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices. Quickly read notes and know how many beats they represent. Use a range of words to help describe music. (<i>e.g. pitch, duration, dynamics, tempo,</i></p>

				timbre, texture, and silence). Describe music using musical words and use this to identify strengths and weaknesses in music.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music.	Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music.	Compare and evaluate different kinds of music using appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.
Develop an understanding of the history of music.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.	Understand the different cultural meanings and purposes of music, including contemporary culture. Use different venues and occasions to vary my performances.	Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural music. Understand how different venues and occasions are used to vary performances.
Key vocabulary: Inter-related dimensions of music: Pitch (how high or low notes are) Duration (how long notes are) Dynamics (volume/ loud and soft) Tempo (pulse/ speed of music) Timbre (tone/ mood/ character of music) Texture (layers of instruments within music) Structure (how the music is put together)	Melodic, rhythmic, control, compose, effect, phrase, crotchet, quaver, minim	Melodic, rhythmic, control, improvise, compose, effect, phrase, layers, pattern, notation, crotchet, quaver, minim, semibreve	Melodic, rhythmic, control, improvise, lyrics, notation, drone, ostinato, accompaniment, compose, effect, phrase, layers, pattern, structure, notation, crotchet, quaver, semi-quaver, minim, semibreve, bar, stave, time signature, treble clef	Melodic, rhythmic, control, improvise, lyrics, notation, drone, ostinato, accompaniment, harmony, expressively, technique, compose, effect, phrase, layers, pattern, structure, chords, crotchet, quaver, semi-quaver, minim, semibreve, breve, bar, stave, time signature, treble clef, key signature

Appropriate musical notations (how music is written)				
Resources:	Charanga, <i>recorders</i> , a range of tuned and untuned instruments.	Charanga, <i>ukuleles</i> , a range of tuned and untuned instruments.	Charanga, <i>djembes</i> , a range of tuned and untuned instruments.	Charanga, <i>glockenspiels</i> , <i>xylophones</i> , <i>keyboards</i> , a range of tuned and untuned instruments.

