

KS2 Progression of Skills - Music Based on the National Curriculum

	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Follow a melody.</p> <p>Can sing with simple pitch</p> <p>Can sing in time with the pulse</p> <p>Can increase/decrease the tempo when singing.</p>	<p>To sing in unison, becoming aware of pitch.</p>	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p>	<p>To sing in unison with clear diction, controlled pitch and sense of phrase.</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together.</p>	<p>To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p>
Musical genres	<p>Can begin to hear the similarities and differences between musical genres.</p> <p>Can name some well-known genres</p>	<p>To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes</p>	<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</p>
Listening and appreciation	<p>Listens to a wide range of genres. Can voice their likes and dislikes about a piece and music.</p> <p>Can begin the use their musical knowledge to explain which parts they like and dislike such as instruments</p>	<p>To explore and comment on the ways sounds can be used expressively.</p> <p>To listen with attention and begin to recall sounds</p>	<p>To recognise and explore the ways sounds can be combined and used expressively and comment on this effect</p>	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	<p>To think about the audience when performing and how to create a specific effect.</p> <p>To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed</p>

					To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
Musical instruments / composition	<p>Can play a simple rhythmic pattern on an instrument.</p> <p>Can begin to make connections between a musical note and the sound it creates.</p> <p>Introduction in notation- crochets, quavers, semibreves and minims</p>	<p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p> <p>To begin to recognise simple notations to represent music, including pitch and volume</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p> <p>To think about others while performing.</p> <p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>	<p>To create increasingly complicated rhythmic and melodic phrases within given structures.</p> <p>To recognise and use a range of musical notations including staff notation.</p>	<p>To play and perform with accuracy, fluency, control and expression</p> <p>To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.</p> <p>To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>
Musical elements	<p>Over the course of EYFS and KS1 children should be exposed to the following musical terms:</p> <p>Timbre Rhythm Duration Tempo Texture Pitch Pulse Beat</p>	To begin to understand how different musical elements are combined and used to create an effect	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings
Musical patterns	<p>Can play simple rhythmic patterns keeping a steady pulse.</p> <p>Can clap or sing increasing/decreasing the tempo.</p>	To create simple rhythmical patterns that use a small range of notes.	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p> <p>To listen to and recall patterns of sounds with increasing accuracy.</p>	To listen to and recall a range of sounds and patterns of sounds confidently	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures

	Can order sounds into a beginning, middle and end				To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
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