

**CURRICULUM PROGRESSION GRID: MUSIC**

**LOWER KEY STAGE 2**

Listening	Singing	Playing Instruments	Creating- improvising and composing	Performing
<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-listen with attention to detail and recall sounds with increasing aural memory</li> <li>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>-use and understand staff and other musical notations</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<p><b>NC Link</b></p> <ul style="list-style-type: none"> <li>-play and perform in solo and ensemble contexts, using their voices and - playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>
<p><b>Theme links</b></p>	<p><b>Theme links</b></p>	<p><b>Theme links</b></p>	<p><b>Theme links</b></p>	<p><b>Theme links</b></p>
<p><b>Builds on KS1</b></p> <ul style="list-style-type: none"> <li>- Move and dance with the music.</li> <li>-Find the steady beat.</li> <li>-Talk about feelings created by the music.</li> <li>-Recognise some band and orchestral instruments.</li> <li>-Join in sections of the song, eg chorus.</li> <li>-Begin to understand about different styles of music.</li> <li>-Walk in time to the beat of a piece of music.</li> <li>-Move and dance with the music confidently.</li> <li>-Describe tempo as fast or slow. -Describe dynamics as loud or quiet.</li> <li>-Start to talk about where music might fit into the world.</li> </ul>	<p><b>Builds on KS1</b></p> <ul style="list-style-type: none"> <li>-Sing, rap, rhyme, chant and use spoken word.</li> <li>-Demonstrate good singing posture.</li> <li>-Sing songs from memory.</li> <li>-Copy back intervals of an octave and fifth (high, low).</li> <li>-Sing to communicate the meaning of the words.</li> <li>-Sing in unison and sometimes in parts, and with more pitching accuracy.</li> <li>-Understand and follow the leader or conductor.</li> <li>-Add actions to a song.</li> </ul>	<p><b>Builds on KS1</b></p> <ul style="list-style-type: none"> <li>-Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</li> </ul>	<p><b>Builds on KS1</b></p> <ul style="list-style-type: none"> <li>- Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</li> <li>-Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>- Understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>- Explore and create graphic scores:</li> <li>-Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> </ul>	<p><b>Builds on KS1</b></p> <ul style="list-style-type: none"> <li>- Enjoy and have fun performing.</li> <li>-Choose a song/songs to perform to a well-known audience. -Prepare a song to perform.</li> <li>-Communicate the meaning of the song.</li> <li>-Add actions to the song.</li> <li>-Play some simple instrumental parts.</li> <li>- Talk about what the song means and why it was chosen to share.</li> <li>-Talk about the difference between rehearsing a song and performing it.</li> </ul>

			<ul style="list-style-type: none"> <li>-Create a story, choosing and playing classroom instruments and/or soundmakers.</li> <li>-Recognise how graphic notation can represent created sounds.</li> <li>-Explore and invent your own symbols.</li> <li>-Use music technology, if available, to capture, change and combine sounds.</li> <li>-Create a simple melody using crotchets and minims</li> </ul>	
<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Share your thoughts and feelings about the music together.</li> <li>-Find the beat or groove of the music.</li> <li>-Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>-Invent different actions to move in time with the music.</li> <li>-Talk about what the song or piece of music means.</li> <li>-Identify some instruments you can hear playing.</li> <li>-Identify if it's a male or female voice singing the song.</li> <li>-Talk about the style of the music.</li> <li>-Think about why the song or piece of music was written.</li> <li>-Identify 2/4, 3/4, and 4/4 metre.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Sing as part of a choir.</li> <li>-Sing a widening range of unison songs, of varying styles and structures.</li> <li>-Demonstrate good singing posture.</li> <li>-Perform actions confidently and in time to a range of action songs.</li> <li>-Sing songs from memory and/or from notation.</li> <li>-Sing with awareness of following the beat.</li> <li>-Sing with attention to clear diction.</li> <li>-Sing expressively, with attention to the meaning of the words.</li> <li>-Sing in unison.</li> <li>-Understand and follow the leader or conductor.</li> <li>-Copy back simple melodic phrases using the voice.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</li> <li>-Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</li> <li>-Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</li> <li>-Improvise and compose over a simple chord progression.</li> <li>-Improvise and compose over a groove.</li> <li>-Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</li> <li>-Create music in response to music and video stimulus.</li> </ul>	<p><b>Intent</b></p> <ul style="list-style-type: none"> <li>-Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</li> <li>-Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</li> <li>-Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</li> <li>-Explain why the song was chosen, including its composer and the historical and cultural context of the song.</li> <li>-Communicate the meaning of the words and articulate them clearly.</li> </ul>

<p>-Recognise the style of music you are listening to.</p> <p>-Discuss the structures of songs.</p> <p>-Identify: • Call and response</p> <ul style="list-style-type: none"> <li>• A solo vocal or instrumental line and the rest of the ensemble</li> <li>• A change in texture</li> <li>• Articulation on certain words</li> <li>• Programme music</li> </ul> <p>-Explain what a main theme is and identify when it is repeated.</p> <p>-Know and understand what a musical introduction is and its purpose.</p> <p>-Recall by ear memorable phrases heard in the music. Identify major and minor tonality.</p> <p>-Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>-Describe legato and staccato.</p> <p>-Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>-Rehearse and learn songs from memory and/or with notation.</p> <p>-Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>-Demonstrate vowel sounds, blended sounds and consonants.</p> <p>-Sing 'on pitch' and 'in time'</p>		<p>-Use music technology, if available, to capture, change and combine sounds.</p> <p>-Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>-Use simple dynamics.</p> <p>-Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>-Create a melody using crotchets, minims, quavers and their rests.</p> <p>-Use a pentatonic scale</p>	<p>-Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>-Talk about what the rehearsal and performance has taught the student.</p> <p>-Understand how the individual fits within the larger group ensemble.</p> <p>-Reflect on the performance and how well it suited the occasion.</p> <p>-Discuss and respond to any feedback; consider how future performances might be different.</p>
<p><b><u>Tempo</u></b>  Fast, (getting) faster  Slow, (getting) slower  Pulse</p>	<p><b><u>Duration</u></b>  Steady pulse, beat  Start, stop  Long, longer, sustained</p>	<p><b><u>Dynamics</u></b>  Loud- forte  (getting) louder- crescendo  Quiet- piano</p>		

<p>Different speeds</p> <p><b><u>Texture</u></b> Solo Duet Ensemble Few – many Combined</p> <p><b><u>Processes</u></b> Composing Arranging Rehearsing Performing</p>	<p>Short, shorter, staccato Rhythm, rhythmic patterns Word rhythm, syllables, Rhythmic ostinato</p> <p><b><u>Structure</u></b> Beginning – middle – end Phrase Verse – chorus Round Repetition Introduction Interlude Ostinato bass Drone Melodic ostinato</p>	<p>(getting) quieter- diminuendo</p> <p><b><u>Techniques</u></b> Breathing Posture Singing, whispering, talking, humming Blowing Striking, hitting Shaking Plucking, strumming</p>
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## Glossary – Lower Key Stage 2

- **Beat:** As for pulse. The words pulse and beat are generally used in the same way. However, beat tends to be used to describe the way pulse is grouped in music - some beats are stronger than others. The pattern of stronger and weaker beats is what makes a waltz (with three beats - strong, weak, weak) sound different to a march (with two beats - strong, weak, or four beats - strong, weak, medium, weak).
- **Chant:** Words spoken to a steady beat.
- **Cuckoo notes:** Two notes three semitones apart, eg G to E, F to D.
- **Dynamics:** The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.
- **Metre:** The grouping of beats into stronger and weaker beats.
- **Moving by step:** Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.
- **Moving by leap:** Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.
- **Ostinato:** A repeated pattern that can be melodic and/or rhythmic.
- **Pentatonic scale:** A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A. A pentatonic scale can centre around the cuckoo notes (minor third), eg C D E G A, and can be learned by extending the range from the minor third E G and adding A, then D, then C.
- **Phrase:** A group of sounds that make musical sense.

- **Pulse:** A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.
- **Rhythm:** A sequence of shorter and longer sounds that can fit to a steady beat.
- **Semitone:** The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)
- **Structure:** The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.