

**CURRICULUM PROGRESSION GRID: MUSIC**

**UPPER 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 LKS2</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> </ul>	<p><b>Builds on LKS2</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> </ul>	<p><b>Builds on LKS2</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>Builds on LKS2</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> </ul>	<p><b>Builds on LKS2</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</li> </ul>

<ul style="list-style-type: none"> <li>-Think about why the song or piece of music was written.</li> <li>-Identify 2/4, 3/4, and 4/4 metre.</li> <li>-Recognise the style of music you are listening to.</li> <li>-Discuss the structures of songs.</li> <li>-Identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music</li> <li>-Explain what a main theme is and identify when it is repeated.</li> <li>-Know and understand what a musical introduction is and its purpose.</li> <li>-Recall by ear memorable phrases heard in the music. Identify major and minor tonality.</li> <li>-Recognise the sound and notes of the pentatonic scale by ear and from notation.</li> <li>-Describe legato and staccato.</li> <li>-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,</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and follow the leader or conductor.</li> <li>-Copy back simple melodic phrases using the voice.</li> <li>-Rehearse and learn songs from memory and/or with notation.</li> <li>-Sing in different time signatures: 2/4, 3/4 and 4/4.</li> <li>-Demonstrate vowel sounds, blended sounds and consonants.</li> <li>-Sing 'on pitch' and 'in time'</li> </ul>		<ul style="list-style-type: none"> <li>-Create music in response to music and video stimulus.</li> <li>-Use music technology, if available, to capture, change and combine sounds.</li> <li>-Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</li> <li>-Use simple dynamics.</li> <li>-Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</li> <li>-Create a melody using crotchets, minims, quavers and their rests.</li> <li>-Use a pentatonic scale</li> </ul>	<p>and cultural context of the song.</p> <ul style="list-style-type: none"> <li>-Communicate the meaning of the words and articulate them clearly.</li> <li>-Use the structure of the song to communicate its mood and meaning in the performance.</li> <li>-Talk about what the rehearsal and performance has taught the student.</li> <li>-Understand how the individual fits within the larger group ensemble.</li> <li>-Reflect on the performance and how well it suited the occasion.</li> <li>-Discuss and respond to any feedback; consider how future performances might be different.</li> </ul>
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<p>Funk and Electronic Dance Music.</p>				
<p><b>Intent</b>          -Talk about feelings created by the music.          -Justify a personal opinion with reference to Musical Elements.          -Find and demonstrate the steady beat.          -Identify 2/4, 3/4, 6/8 and 5/4 metre.          -Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.          -Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.          -Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.          -Explain a bridge passage and its position in a song.          -Recall by ear memorable phrases heard in the music.          Identify major and minor tonality, chord triads I, IV and</p>	<p><b>Intent</b>          -Rehearse and learn songs from memory and/or with notation.          -Sing in 2/4, 3/4, 4/4 and 6/8 time.          -Sing in unison and parts, and as part of a smaller group.          -Sing 'on pitch' and 'in time'.          -Sing a second part in a song.          -Self-correct if lost or out of time.          -Sing expressively, with attention to breathing and phrasing.          -Sing expressively, with attention to dynamics and articulation.          -Develop confidence as a soloist.          -Sing with and without an accompaniment.          -Sing syncopated melodic patterns</p>	<p><b>Intent</b>          -Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E<math>\flat</math> major, C minor and D minor.          -Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p><b>Intent</b>          -Explore improvisation within a major scale          -Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.          -Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).          -Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest.          -Play this melody on available tuned percussion and/or orchestral instruments.          -Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.          -Create a simple chord progression.          -Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.          -Create music in response to music and video stimulus.</p>	<p><b>Intent</b>          -Create, rehearse and present a holistic performance for a specific event, for an unknown audience.          -Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.          -Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.          -Perform from memory or with notation.          -Understand the value of choreographing any aspect of a performance.          -A student or a group of students rehearse and lead parts of the performance.          -Understand the importance of the performing space and how to use it.          -Record the performance and compare it to a previous performance.          -Collect feedback from the audience and reflect how the audience believed in the performance.</p>

<p>V, and intervals within a major scale.</p> <ul style="list-style-type: none"> <li>-Explain the role of a main theme in musical structure.</li> <li>-Know and understand what a musical introduction and outro is, and its purpose.</li> <li>-Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</li> <li>-Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&amp;B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music</li> </ul>			<ul style="list-style-type: none"> <li>-Use music technology, if available, to capture, change and combine sounds.</li> <li>-Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</li> <li>-Use simple dynamics.</li> <li>-Use rhythmic variety. -Compose song accompaniments, perhaps using basic chords.</li> <li>-Use full scales in different keys.</li> <li>-Use major and minor tonality</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss how the performance might change if it was repeated in a larger/smaller performance space.</li> </ul>
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<p><b><u>Tempo</u></b>  Fast, (getting) faster  Slow, (getting) slower  Pulse  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><b><u>Contexts</u></b></p>	<p><b><u>Duration</u></b>  Steady pulse, beat  Start, stop  Long, longer, sustained  Short, shorter, staccato  Rhythm, rhythmic patterns  Word rhythm, syllables,  Rhythmic ostinato  Rest  Semibreve- four beats  Minim- two beats  Crotchet- one beat  Quaver- half beat  Semiquaver- quarter beat</p> <p><b><u>Structure</u></b>  Beginning – middle – end  Phrase  Verse – chorus  Round</p>	<p><b><u>Dynamics</u></b>  Loud- forte  (getting) louder- crescendo  Quiet- piano  (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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Culture, venue, time and place Intentions, purpose, intended effect repertoire	Repetition Introduction Interlude Ostinato bass Drone Melodic ostinato	
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## Glossary – Upper Key Stage 2

- **Accompaniment:** Adding rhythmic and/or melodic material to a song or melody.
- **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.
- **Legato:** Full, long and flowing notes leading to a smooth sound 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.
- **Riff:** a short repeated phrase in popular music and jazz, typically used as an introduction or refrain in a song.
- **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.)
- **Staccato:** Short, 'bouncy' or 'clipped' notes.

