

Ebchester CE Primary School

Progression of Learning – Music KS2



By the end of KS2

Breadth of Study	Knowledge and Skills- Lower KS2	Knowledge and Skills – Upper KS2
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand that we keep our mouths open when we sing with a relaxed jaw and clear pronunciation • Understand how to keep our voices safe and how this leads to a higher quality of sound • Understand that melody and words are interlinked • Make choices about how words and melody should be interpreted • Sing in tune in a limited pitch range of five notes • Follow the lead of a conductor in relation to starting, stopping and getting louder or quieter 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand how the interrelated dimensions of music are used in choral music • Understand how to project voice • Sing with clear diction • Sing with control of pitch and volume • Sing with a musical understanding of how parts fit together • Make choices and give justifications based on how music and lyrics are interpreted and performed • Sing over a vocal range of eight notes with accurate tuning, control of breathing and appropriate tone • Follow the lead of a conductor in relation to starting, stopping, getting louder or quieter, and increasing or decreasing tempo
	<ul style="list-style-type: none"> • Learn how to play a tuned instrument. 	

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Understand that every piece of music has a different pulse • Understand how the pulse can affect other dimensions of music • After keeping a steady pulse by clapping, improvise a rhythm using clapping and using the voice • Understand that timbre is the quality of the sound of a piece of music (for example, choral compared to string) • Understand that texture is the amount of instruments playing and how their parts relate to each other • Understand that structure is the sequential organisation of a piece of music • Use glockenspiels to play melodies • Improvise melodies using three notes and then up to five notes 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Describe the pulse of a piece of music they are playing or composing • Understand that harmony is the combination of sounds that produces a desired effect for the listener • Improvise melodies using more than five notes • Improvise melodies in small groups, selecting instruments and/or voices for a desired effect
<p>Listen with attention and detail and recalls sounds with increasing aural memory</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Listen to songs sung by a teacher and sing them back at the correct pitch • Listen to melodies involving two notes on a glockenspiel played by a teacher and play back 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Listen to longer songs sung by a teacher with more complex melodies and sing them back at the correct pitch • Listen to melodies involving up to five notes on a glockenspiel played by a teacher and play back

<p>Use and understand staff and other musical notation</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise the treble clef • Recognise a staff • Read and understand minims and crotchets • Read and understand the notes for Middle C, D, E and F and play these on a tuned instrument • When composing, use notation that they can interpret themselves to write down their melodies 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Read and understand semibreves, minims, crotchets and quavers • Recognise the notes A, B, C, D, E, F and G and play these on more than one tuned instrument
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Begin to use some technical vocabulary to describe a variety of music, including: <ul style="list-style-type: none"> ○ Dynamics – piano, forte, crescendo, diminuendo ○ Tempo – allegro, adagio 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Use technical vocabulary to describe a variety of music, including: <ul style="list-style-type: none"> ○ Dynamics – piano, forte, mezzo piano, mezzo forte, pianissimo, fortissimo, crescendo, diminuendo ○ Tempo – allegro, adagio, moderato, andante, accelerando, rallentando ○ Timbre – brass, string, percussion, woodwind, choral ○ Harmony – major, minor, atonal
<p>Develop an understanding of the history of music</p>	<p>By the end of Year 4, pupils will be able to:</p> <ul style="list-style-type: none"> • Listen to music from the Baroque, Classical, Romantic and Contemporary periods of music and identify different style indicators and different instruments used in each period 	<p>By the end of Year 6, pupils will be able to:</p> <ul style="list-style-type: none"> • Listen to music from the Medieval, Baroque, Classical, Romantic, Twentieth Century and Contemporary periods of music and identify different style indicators and different instruments used in each period • Order the above periods of music in chronological order and name one great composer from each period

