

## Music Skills Progression KS2

### Year 3 Unit 1

- To maintain a steady pulse whilst singing or playing an instrument
- To maintain an ostinato for a piece of music
- To show our understanding of pulse by following simple performance directions
- To suggest ways to improve our own work and others work using musical vocabulary
- To be able to maintain a part in a piece and respond to cues
- To be able to improve my work and others work using musical vocabulary
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 2

- To be able to sing accurately to a piece of music with an awareness of melody and pitch
- To be able to perform following instructions: start, stop, tempo, dynamics
- To perform confidently and have a clear understanding of pitch
- To create your own graphic score
- To create a graphic score to a familiar melody
- To perform a Christmas song in groups and give feedback
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 3

- To understand rhythm and musical texture
- To demonstrate a strong sense of rhythm and pulse
- To identify rhythms in songs and use these as inspiration for their own music
- To work as part of a group to compose a piece of music
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds
- To use graphic notation to demonstrate changes in pitch
- To understand "motif" and demonstrate this using percussion instruments
- To create rhythmic patterns with a variety of pitch
- To perform compositions and offer feedback to other group
- To demonstrate understanding of Pitch

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## Year 3 Unit 5

- To understand musical form including the AB and ABC forms
- To create a short piece of music using musical structure
- To understand how to use music sequencing software
- To use music sequencing software to create a piece of music in a given form
- To edit our compositions on GarageBand
- To assess a piece of music, giving comments and suggestions about the structure

## Year 3 Unit 6

- To understand the evolution of music throughout the 20th century
- To recognise differences between genres
- To appreciate an array of genres and identify them
- To study the music of a 20th Century band
- To learn a song by a 20th Century band
- To perform a song by a 20th Century band

## Year 4 Unit 1

- To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns
- To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns
- To maintain an independent part in a small group ensemble
- To be able to perform a part in a group and offer improvements using technical terms
- To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns
- To be able to offer comments for improvement about others work using musical terminology
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 4 Unit 2

- To learn to sing with awareness of breathing and pronunciation
- To understand arpeggios and to create harmonies
- To understand pentatonic scales and to learn to sing fluently with confidence
- To sing together, record our work and assess it as a class
- To create melodies using penatonic scales
- To perform as an ensemble
- To complete a series of activities to re-cap what they have learnt in this unit

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## Year 4 Unit 3

- To identify and discuss rhythm, texture, and dynamics
- To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms
- To learn a pulse then a rhythm and put them both together to create a musical texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 4 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To understand basic musical notes and how they have different pitches
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To be able to sing in a variety of pitches with clear diction
- To perform with clear diction with a range of pitches
- To demonstrate understanding of Pitch

## Year 4 Unit 5

- To identify the musical structure of a song
- To use voice, sounds, and instruments in creative ways.
- To recognise, respond and use basic musical structure.
- To record and edit our songs
- To listen to popular music and recognise structure and form
- To record and edit our pop songs

## Year 4 Unit 6

- To understand the evolution of music throughout the 20th century
- To understand minimalism and listen and reflect on a piece of orchestral music
- To compose a piece of minimalistic music
- To create an ostinato
- To play travelling ostinatos together as an orchestra
- To perform minimalistic music as an orchestra

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## Year 5 Unit 1

- To be able to identify and play to the pulse of music
- To create graphic notation to represent rhythms
- To be able to independently maintain a part in a group performance
- To read and play musical notation to create rhythms
- To be able to help compose a group performance using either standard or graphic notation
- To be able to perform a composed piece as part of a group
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 2

- To create sounds and interpret a graphical score using our voices
- To work with others to maintain an independent singing part
- To understand line and space notes on graphic scores
- To follow a graphic notated score to sing an independent part
- To create a group performance following sheet music
- To create a group performance of Hallelujah
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 3

- To learn to identify a range of different notes
- To play a rhythm and identify the timbre of sounds
- To understand and play rhythms in different time signatures over different genres
- To compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 4

- To explore sound and understand the meaning of pitch
- To play a piece of music with a variety of pitches
- To play a piece of music with a variety of pitches, playing two notes at a time
- To learn what a harmony is and demonstrate harmonies in different pitches
- To learn understand what a chord is and be able to play G and D chords
- To confidently play chords C and G and amazing grace on either keyboard, piano or guitar
- To demonstrate understanding of Pitch

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## Year 5 Unit 5

To identify the musical structure of a song.

To use voice, sounds, and instruments in creative ways.

To identify how structure can organise sounds and how it can be used to create a particular effect on the listener

To compose a piece of music using technology

To identify the musical structure of a song and use this to help compose a piece of music.

To compose a 12-bar blues song

## Year 5 Unit 6

To understand the evolution of music throughout the 20th century

To understand minimalism and listen and reflect on a piece of orchestral music

To compose a piece of minimalistic music

To create an ostinato

To play travelling ostinatos together as an orchestra

To perform minimalistic music as an orchestra

## Year 6 Unit 1

To be able to maintain a strong pulse and recognise when going out of time

To be able to play rhythms while maintaining a pulse

To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)

To be able to maintain a strong sense of pulse and understand body percussion

To be able to maintain a strong pulse and recognise when going out of time

To be able to maintain a strong pulse and recognise when going out of time

To complete a series of activities to re-cap what they have learnt in this unit

## Year 6 Unit 2

To understand the difference between monophonic and homophonic textures

To read graphic scores and perform them with confidence

To create their own graphic scores and perform them

To understand pitch and refine sound and pitch in their voice

To be able to maintain a part in an ensemble

To be able to offer self improvement and constructive feedback to peers

To complete a series of activities to re-cap what they have learnt in this unit

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## Year 6 Unit 3

- To interpret and play a graphic score
- To create a piece of Music with awareness of timbre and texture
- To perform a piece of Music with awareness of timbre and texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 6 Unit 4

- To recap what pitch is and understand "motif"
- To understand differences in the characters in a piece of music
- To play a piece of music with a variety of pitches, playing two notes at a time
- To be able to play an arpeggio and describe the pitch changes within it
- To be able to play arpeggios and know what Motifs/Leitmotifs are
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To demonstrate understanding of Pitch

## Year 6 Unit 5

- To experiment with voice and create music which demonstrates an understanding of structure.
- To identify the musical structure of a song.
- To compose a piece of music using technology
- To explore how musical structure can be used to create a particular effect on the listener
- To manipulate and create sounds in a creative way using technology.
- To recap everything learnt in this unit

## Year 6 Unit 6

- To understand the evolution of music throughout the 20th century
- To study a 20th Century band and appreciate their music
- To learn the lyrics of the song "Yesterday" by the Beatles
- To learn how to play "Yesterday" by the Beatles on the glockenspiel
- To add in percussion instruments to the performance and rehearse
- To perform a song by a 20th Century band

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