

MUSIC

CONTENT AND PROGRESSION PLANNING

KEY STAGE 2

MUSIC ELEMENTS	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
PITCH	Play/sing higher and lower sounds on a graphic score Play echo games with 2 notes Compose using high and low notes – begin with 2 notes and then 3 etc. Use question and answer to create phrases	Use question and answer to create phrases Arrange instruments in order of pitch Encourage accuracy of pitch in singing Draw the shape of well known songs	Introduce a range of notes using letter names Use of melodic ostinato to create accompaniment Compose melodies Introduce pentatonic scale	Use of melodic ostinato to create accompaniment Compose melodies Introduce pentatonic scale Explore different sets of notes Uses chords as accompaniment Begin to identify major and minor and use in their own compositions
DURATION	Call and response games Differentiate between steady beat, no beat and silence Play rhythms from graphic symbols Recognise familiar song from rhythm Use symbols to notate their own compositions or play from each others	Use symbols to notate their own compositions or play from each others Pick out a line of a rhyme and play as a rhythm Invent a hand jive in response to the metre Keep a drone going as an accompaniment	Improvise rhythmic patterns over set number of beats Compose and perform a rap keeping a steady beat Compose and perform an ostinato keeping the beat as an accompaniment Use beat/rhythm in composition showing understanding Encourage children to use formal notation	Use beat/rhythm in composition showing understanding Encourage children to use formal notation Conduct the beat of a march Conduct the beat of a piece in 3 / 4 time Encourage the children to use formal notation Recognize and respond to changes in speed of pulse or beat Feel the pulse through a long held note
DYNAMICS	Following directions practice getting louder/quieter with voices/instruments Use these ideas to accompany a story Hear and identify changes in dynamics in a piece of music	Hear and identify changes in dynamics in a piece of music Use appropriate sign and symbols relating to dynamics Listen to a piece of music that uses dynamics for dramatic effect and use these ideas in compositions	Discuss where loud and quiet would be appropriate in a musical piece Discuss using balance of dynamics in composition Understand and use the effects of dynamics in a performance	Begin to use the expressive qualities of dynamics in their own compositions Use formal signs for dynamics in notations
TEMPO	Invent patterns fast and slow in a clapping game recognise faster/slower in music control faster and slower using body sounds conduct faster and slower using hand signs	Control instruments to make music faster and slower Develop signs to show a change in pace and perform from them.	Invent tunes that alter in pace such as A slow B fast A slow giving form Recognize need for change of pace in vocal or instrumental piece Identify changes of pace in pieces of music by famous composers and discuss their effects	Invent tunes that alter in pace such as A slow B fast A slow giving form Recognize need for change of pace in vocal or instrumental piece Identify changes of pace in pieces of music by famous composers and discuss their effects
TIMBRE	Develop the skills to control different sounds on an instrument Investigate the ‘mood’ quality of an instrument through ‘conversation’ games	Investigate the ‘mood’ quality of an instrument through ‘conversation’ games Make a considered choice of instruments for a particular stimulus Explore the timbre of voices and perform from a graphic score Develop and blend sound/tone colour in their own compositions	Listen to a wide range of styles in pieces of music that have characteristic timbres such as a steel band Explore the range of other sound sources ie. IT Listen and begin to identify different instruments in a piece of music	Explore the range of other sound sources ie. IT Recognize and classify instruments in a wide variety of contexts e.g. orchestral families Begin to recognise the range of voices when listening to a vocal piece of music
TEXTURE	Build up a composition made of different parts such as the idea of fireworks on bonfire night	Perform/compose in layers from a graphic score Sing a round/partner songs Add a drone accompaniment to song/composition Identify when a solo instrument is playing in concerto or piece e.g. Peter and Wolf	Recognize the difference between a melody and chords Experiment with clusters of notes Use chords as an accompaniment to a song	Compose a layered piece Use chords in their own compositions Recognize part singing in a choral piece
STRUCTURE	Sing/play call and response, question and answer , sing a round Sing and talk about a song with verse and chorus Talk about musical contrasts such as beginnings and endings	Sing and talk about songs with middle section ABA Talk about musical contrasts- beginnings/endings Sing paying close attention to phrases Use movement to show phrases	Emphasize the structure of a song/poem/story Use poem/story as basis of a composition Recognize and use a drone as musical accompaniment Recognize and use an ostinato as musical accompaniment	Listen to and identify a piece of music demonstrating a particular musical form Introduce Rondo form Use musical form in their own compositions Compose a piece in Binary AB or Ternary ABA form Try to invent variations to ie. a nursery rhyme

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